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ABSTRACT

The document summarizes the fourth annual evaluate findings, based upon on-site evaluation, during 1974-1975, of 88 local educational agencies (LEA) throughout Illinois. Each LEA Evaluation focused on eight areas, and these same areas provide the structure for the report, with conclusions, recommendations rating, and suggested solutions provided. (1) Students Served commends the variety of delivery systems used and expansion of programs regarding special groups but notes five areas where improvement in meeting the needs of special student groups is necessary. (2) Occupational Programs notes expansion of services through LEA co-operation but concern is expressed for poor quality programs. (3) Administrative Organization cites both areas where improvement is needed while noting staff working relations are good. (4) Personnel finds teachers basically well qualified. (5) Objectives are unclear and in need of development. (6) Evaluation explores the variety and amount of evaluative programs used. (7) Resources Utilized notes a lack of co-ordination between resources available and their use, and inadequate equipment and facilities. (8) Guidance commends student interest growth in occupational areas and suggests further development of programs in the school system. The report was prepared to aid in program planning and evaluation on a State and local level. (LH)

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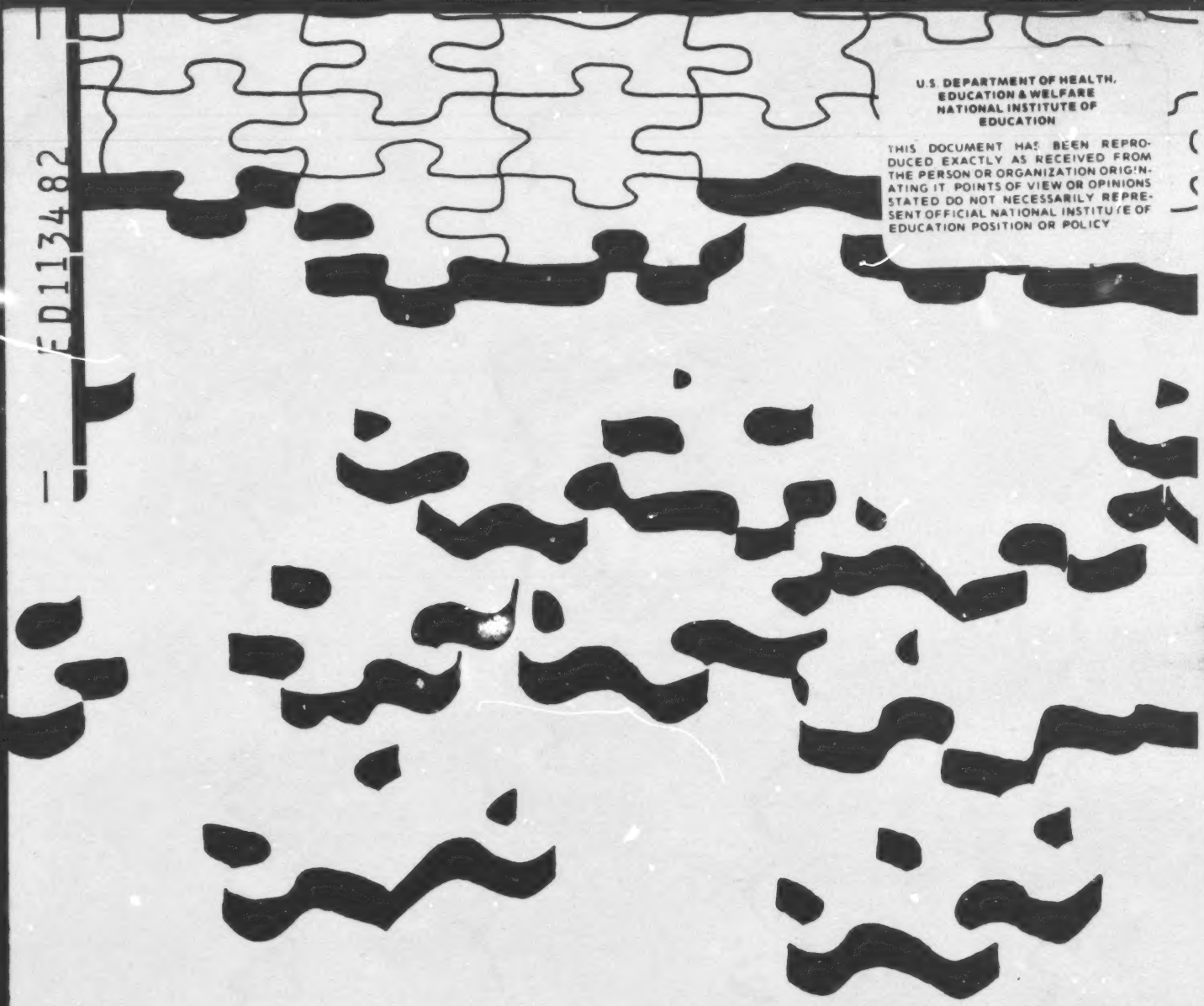

Composite Evaluation Report for Occupational Education in the State of Illinois

Fiscal Year 1975

Illinois Office of Education
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CE004992

PREFACE

To improve occupational education in Illinois public educational agencies, occupational educators have cooperatively conducted an indepth analysis of the total occupational programs being offered by local educational agencies. This analysis has been organized as the Three-Phase System for Statewide Evaluation of Occupational Education Programs. For any evaluation activity to be of use, it is necessary that the results be disseminated and utilized. Utilization of results can only be accomplished if data is accepted as the result of impartial and constructive analysis.

This report presents the conclusion of a year's constructive analysis of the status of occupational education in the State of Illinois. In it are recommendations and suggested solutions for improvement, directed toward Local Education Agencies, State Education Agencies, and Universities in the hope that they will be disseminated and acted upon. This report was composed by the thirty-six individuals who were responsible for leading the 88 evaluation teams during the 1974-75 school year in consortium with the Program Approval and Evaluation Unit staff of the Illinois Division of Vocational and Technical Education. The team leaders assembled for two days to synthesize a collection of data, as well as their own personal evaluation experiences into this final product. The data which was utilized included results of questionnaires administered to over 8,500 students and 2,000 local district personnel, information from Local District One and Five Year Plans for Occupational Education, School and Community Data Forms, and questionnaires completed by team leaders.

The efforts of team leaders, culminating in this report, were to provide a document useful to the many agencies striving to improve occupational education in the State of Illinois.

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INTRODUCTORY OVERVIEW

A system designed to evaluate occupational programs throughout Illinois was implemented by the Division of Vocational and Technical Education during the 1971-72 school year. The evaluation system, entitled, "The Three-Phase System for Statewide Evaluation of Occupational Education Programs", has three major goals:

1. To promote and assist with the development of quality occupational education programs at the local level,

2. To provide the Division of Vocational and Technical Education with data upon which better statewide planning of occupational education programs can be based,

3. To help ensure accountability of Federal and State funds allocated to local occupational education programs.

The Three-Phase Evaluation System for occupational education was field tested at seven sites during 1970-71. The 1971-72 evaluations included 70 local educational agencies (LEA's), the 1972-73 evaluation was expanded to include 116 LEA's and 72 LEA's were evaluated during the 1973-74 school year. This report represents the fourth annual summary and synthesis of evaluation findings from the Three-Phase Evaluation System. This year's summary, or composite, is based upon the evaluation of 88 LEA's within the state. This 88-agency group included 76 secondary agencies (high school and unit districts and area vocational centers) seven post-secondary community colleges and five public (state) agencies. Team consisting of educators, business and industrial representatives and students ranged from 4 to 42 members in size - involving approximately 900 total team members.

This composite report is prepared to aid decision makers of LEA's, state agencies and institutions of higher education in planning and assessing their efforts. It may be used by these agencies to assess statewide needs and to give priority to activities aimed at meeting such needs. Also, LEA's can use it as a reference from which to obtain suggestions for improving their programs.

EVALUATION IMPACT

During the past four years the impact of the Three-Phase evaluations has been assessed by several methods. Two studies were done at the University of Illinois - a school follow-up and an impact assessment study - and surveys were conducted by Regional Directors as they reviewed Local Plans. After the first year's evaluations, team members were asked to contribute their impressions of the system's impact. In all cases it was noted that significant changes and improvements have occurred within LEA's. Frequently cited changes include increased participation of educational agencies in joint agreements, addition of staff with administrative responsibilities for occupational education, expansion of occupational program offerings to students, increased involvement of employers and citizens on advisory committees, establishment of formal placement services, and initiation of formal student follow-up procedures-just to name a few. All these findings point to the fact that LEA's are utilizing the results of evaluations and the suggestions made by visiting evaluation teams.

The evaluation system has had several indirect, but no less significant impact on Occupational Education in Illinois. Possibly one of the most significant outcomes of the system was the involvement of people - educators, business representatives and students-in a common effort. This common effort was the occasion for in-service education for hundreds of the state's educators. Also this involvement provided an excellent avenue for dialogue between educators

and community representatives. The statewide composite report generated as a result of the evaluations has been of value in its own right. The Division of Vocational and Technical Education has utilized the Composite Report to prioritize services and funding of professional and curriculum development, research, and consultative activities. There has also been a unification of efforts made by other state agencies over the past year. This can be attributed, in part, to the identification of statewide needs provided by the Composite Report. Many universities which offer professional development programs for educators within the state have also utilized the Composite Report. This has been reflected in changes that have been made in teacher, counselor and administrator education programs; many of these address identified state needs.

Each LEA evaluation focused on Eight Areas of Concern for Evaluation: Students Served, Occupational Programs, Administrative Organization, Personnel, Objectives, Evaluation, Resources Utilized and Guidance Services. These eight areas have also provided the structure for this report. Each Area of Concern is divided into three segments: Conclusions, Recommendations and Suggested Solutions. Although it is impossible to concisely summarize the entire report, general conclusions can be drawn for each Area of Concern as follows:

1. STUDENTS SERVED

Local educational agencies have displayed a variety of ways and delivery systems for meeting student needs. They are to be commended for expanding elementary career and exploration programs, sequencing occupational programs (particularly for providing adult education programs), providing viable WECEP programs, identifying handicapped and disadvantaged students and modifying programs and methods of meeting individual student needs. Concerns in the area of Students Served are the lack of student participation in youth organizations, the lack of "college bound" students in occupational programs, the assessment of students needs and interests, student involvement in program planning and evaluation and the provision of additional services for handicapped and disadvantaged students.

2. OCCUPATIONAL PROGRAMS

One of the most gratifying changes noted in the Occupational Programs area of concern while summarizing the 1974-75 evaluation reports was the growing awareness and utilization of joint agreements among LEA's, including private agencies. The expansion of services provided to students served by occupational programs in Illinois via the joint agreement has resulted in better preparation of students served both quantitatively and qualitatively.

Of greatest concern was the quality of some programs, which were identified as providing less than minimal entry-level employment skills. Low quality is not the result of any single factor, although two factors were often cited. First was lack of proper prior planning with inadequate data upon which to base decisions. Also, of concern was the pressure placed on LEA's to offer programs in all five occupational areas in order to achieve full approval status without respect to community needs and employment potential. This issue involved state guidelines and should be reviewed in terms of its effect on occupational programming.

3. ADMINISTRATIVE ORGANIZATION

Concerns similar to those included in the FY '74 evaluation reports; e.g., the need for improved communications, a public relations program and job descriptions for the occupational administrative staff, were expressed again in the FY '75 evaluation reports. As also reported in the previous year, there continues to be strong administrative support for the local occupational programs. Working relations of the occupational program staff and administrators was reported as good but it was noted that a need exists for improving or clarifying the administrative

structure. Other concerns were the need for long-range planning and the appointment of qualified occupational program directors with adequate time to provide leadership.

4. PERSONNEL

Occupational personnel received high ratings from both their students and the members of the evaluation teams and, in general, appear to be well-qualified for their positions. However, some occupational teachers need to obtain additional experience in the world of work in order to meet State standards.

5. OBJECTIVES

The development of measurable objectives has been a major concern of all personnel on the local level as evidenced in the number of districts conducting in-service workshops and similar activities for the development of measurable objectives. The visitation teams listed the continued development and evaluation of the measurable objectives as a high priority in a vast majority of the reports submitted to the local districts. Concern was expressed for the increased utilization of the measurable objectives in the instructional process. The local districts expressed confusion over the varying expectations of the state agencies in regard to the writing of objectives.

6. EVALUATION

Fifteen percent of LEA's have locally-directed evaluation systems. Evidently, there is increasing concern to evaluate programs and some concern to evaluate program product. Many LEA's make some good use of evaluation data. LEA's use a great variety of valid and reliable evaluative procedures. Evaluation could be improved by (1) widespread adoption of total evaluation schema; (2) pre-service and in-service training about evaluation systems and techniques and (3) implementation of model systems for program planning utilizing evaluative and other data inputs.

7. RESOURCES UTILIZED

Occupational educators in local education agencies seem to realize the importance of advisory committees in program planning, evaluation and revision but have difficulty in effectively utilizing such committees. Often a systematic approach has not been developed for the utilization of community resources, both public and private including persons, equipment and facilities. Further, non-occupational school personnel and students are not fully involved in the planning and conducting of occupational education. In some instances, also, adequate or modern equipment and facilities are not provided for implementing occupational education programs.

8. GUIDANCE

The on-site evaluations have had an obviously positive effect on the scope and quality of guidance services in relationship to the occupational programs in school districts across the state. There is evidence that occupational interests of students are being determined through systematic testing services and that occupational information is being accumulated and made available to students; however, these efforts need to be expanded to the point that occupational interest information is available to guidance counselors for all students. Perhaps the greatest need evidenced by team evaluators is for a well-planned, communicated, course of action for obtaining student interest and providing related services to be developed in all school districts.

A quality program of guidance services must be developed by guidance staffs, but must also include the resources of the entire education staffs. There is good reason to be optomistic regarding improvement in quality of guidance services if a concerted effort between counselors and classroom teachers continues to be evident.

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTED SOLUTIONS

The following pages present the conclusions of the 1974-75 evaluations. Recommendations for improvement of occupational education in Illinois are based upon the evaluations of the 88 LEA's which represent over ten percent of the educational agencies which offer occupational programs. Findings and recommendations have been categorized according to the Eight Areas of Concern for Evaluation with a ranking chart preceding each section.

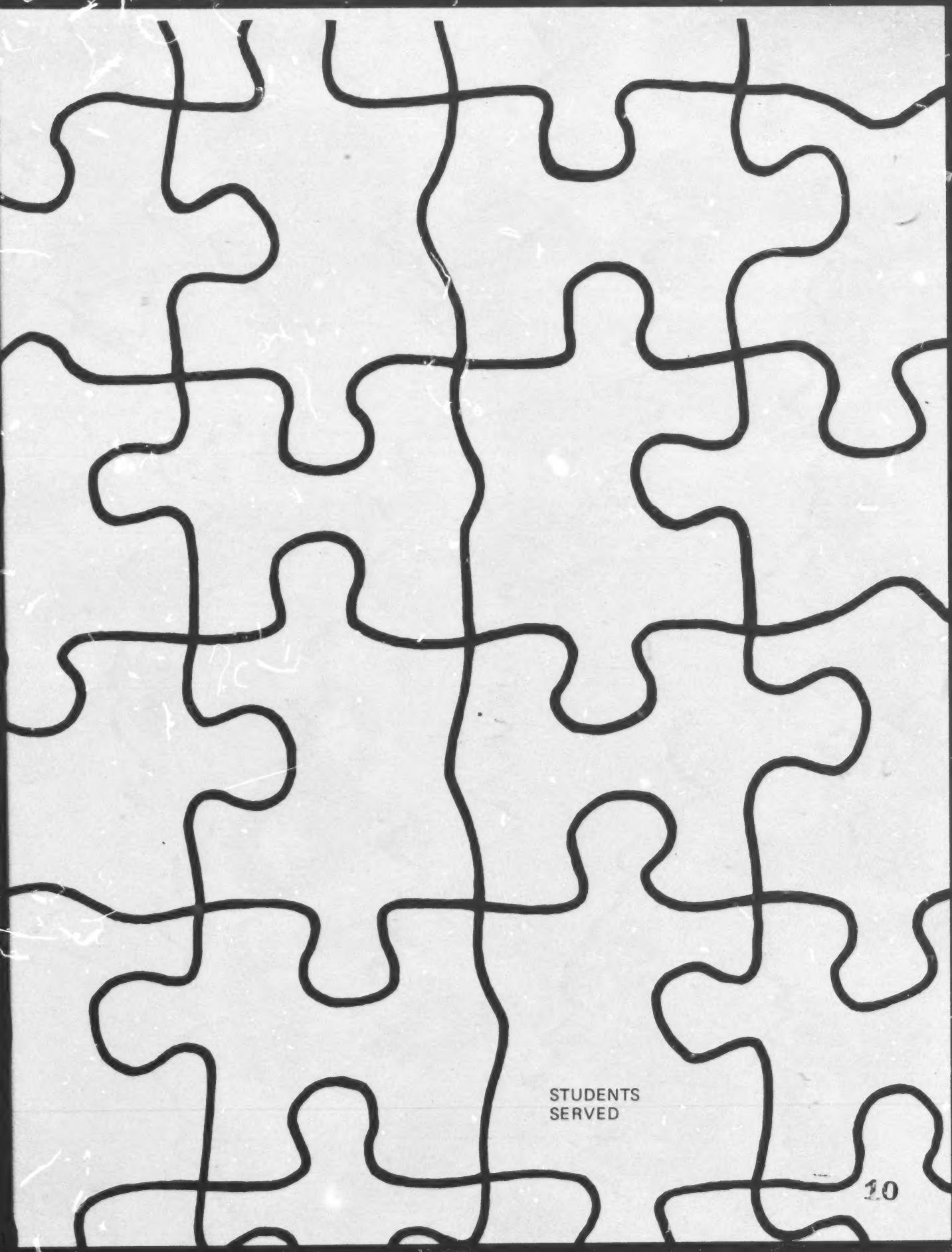
Each evaluation team was responsible for ranking the Eight Areas of Concern in order of the areas needing the greatest attention within the LEA. A composite of these rankings was compiled for the 88 evaluated LEA's and is presented with each Area of Concern to give the reader an overview of the strongest and weakest areas of concern in institutions throughout the State of Illinois.

Suggested solutions within each section of the report have been directed to several audiences. The following legend clarifies abbreviations which are used to address suggested solutions to a specific audience:

LEA - All local educational agencies in Illinois
DVTE - Division of Vocational and Technical Education
IOE - Illinois Office of Education
U - Universities offering pre-service and in-service programs for occupational education personnel
ICCB - Illinois Community College Board
SESR - Superintendent of Educational Service Region

Other abbreviations are used throughout the text of the report. Some of these are as follows:

PEI - Preliminary Evaluation Instrument
TLQ - Team Leader Questionnaire
S & C Data - School and Community Data Form
IOCP - Illinois Occupational Curriculum Project
AVC - Area Vocational Center
ISES - Illinois State Employment Service
CETA - Comprehensive Education Training Act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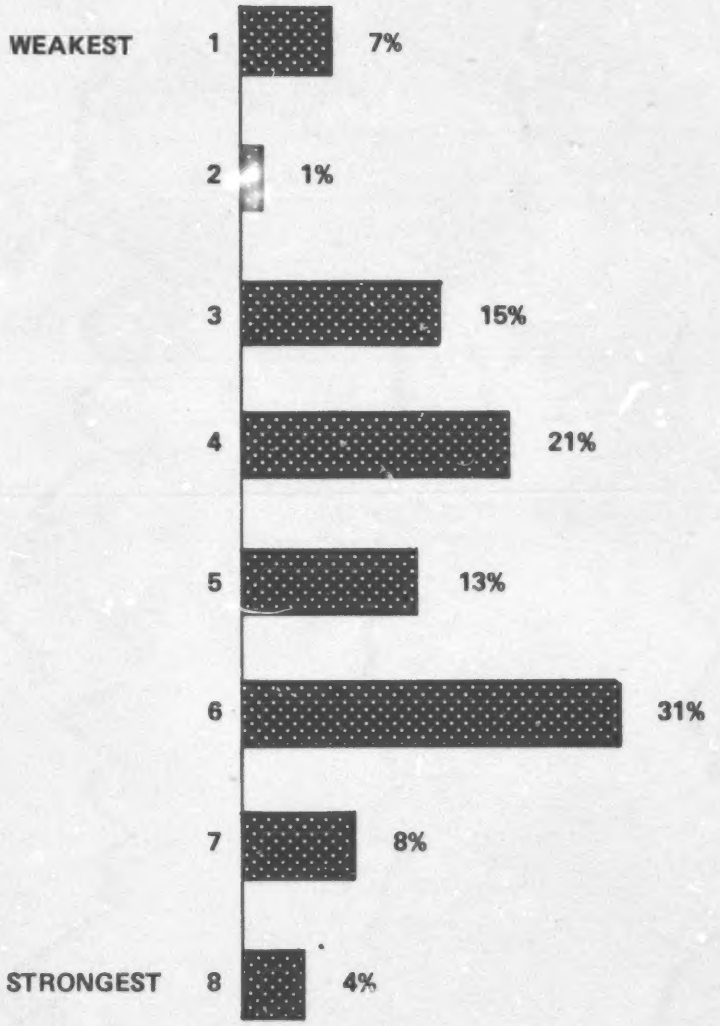


MEAN RANK 4.8%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Evaluation reports indicate that few local educational agencies have formalized procedures for assessing student needs, occupational interests and abilities and utilizing this information.	1. Establish procedures for assessing students' needs, interests and abilities and utilize this information to plan the students' program of study.	1. a. (LEA) Administer appropriate instruments for all students to assist in identifying aptitudes, interests and other pertinent personality factors; (i.e., GATB, OVIS, Crites Career Maturity Inventory or other similar instruments.) b. (LEA) Investigate procedures used by other schools for assessing students' characteristics. c. (LEA) Utilize DVTE Career Guidance Handbook. d. (U) Incorporate principles of identifying student needs, interests and abilities in pre-service and in-service programs for the preparation of occupational professional personnel. e. (DVTE) Identify exemplary career guidance programs and encourage state staff to publicize these programs. f. (LEA) Take occupational programs out of the curriculum if they do not meet the needs, interests or abilities of students. g. (LEA) Involve occupational faculty, guidance personnel, students, advisory committee members and parents in assessing the effectiveness of the present occupational programs. Determine if they are meeting students' needs.
2. Evaluations indicate that several formal career awareness and exploration programs have been initiated and implemented to serve students in the LEAs visited during FY'74-75; however, many schools have a distance to go before this very important responsibility is fulfilled.	2. Provide formal elementary career awareness and exploration programs for all students at the K-8 level and integrate into district K-12 curriculum.	2. a. (DVTE) Maintain the new level of reimbursement funds for the K-8 career information and career exploration programs and approve only those districts with formal programs for funding. b. (DVTE) Identify exemplary programs for funded demonstration centers. c. (U-DVTE-IOE) Conduct workshops for elementary teachers and administrators in the development of K-8 career awareness and exploration programs. d. (LEA) Explore the educational advantages of offering a K-8 career awareness and exploration program and seek ways to integrate this into present program of studies. Do not make it an add oni e. (LEA) Involve K-8 teachers and administrators in writing objectives through a released time in-service program or as a paid assignment in summer months. f. (LEA) Encourage teachers to visit exemplary K-8 career education programs. g. (LEA) Conduct in-service workshops on implementation of career education programs. h. (LEA) Utilize DVTE reimbursement funds to fund a needs assessment program. i. (U) Include career awareness in elementary education program.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
3. Evaluations indicate that most districts are doing an excellent job in providing information on college entrance, however there are noted weaknesses in career planning, assistance in realistic course selection and program planning and providing students with information on entrance to the world of work.	3. Give priority to developing a comprehensive guidance system for all students and charge entire staff (counselors, teachers and administrators) with this responsibility.	3. a. (LEA) Promote communication between guidance staff and occupational staff via joint committees and joint staff meeting. b. (LEA) Seek in-service and workship training for staff members and counselors in the area of career planning. c. (LEA) Encourage all staff to visit in the local business and industrial community to become more aware of community needs. d. (LEA) Make all counselors career counselors. e. (U) Include the occupational advisement, placement and career development in the teacher education curriculum. f. (DVTE) Continue to conduct state-wide workshops designed to provide guidance personnel and occupational staff with materials and skills needed to adequately advise students pursuing entrance into the world of work. g. (LEA) Utilize selected members of career advisory committees as speakers at faculty workshops and career days.
4. Few schools have made an effort to include student representatives on occupational advisory committees.	4. Include students (present and former) on occupational advisory committees.	4. a. (LEA) Appoint student representatives from occupational programs to task oriented and active advisory committees. b. (LEA) Consider formation of a separate, all student occupational advisory committee. c. (DVTE-U-LEA) Provide workshops on the utilization of advisory committees. d. (LEA) Secure copies of booklets from DVTE (Bulletin #29-672, Advisory Council Members, and Bulletin #7-470, Advisory Committees). e. (LEA) Examine materials available on advisory committees from Rurban Education Development Laboratory, College of Education Building, University of Illinois, Urbana, Illinois 61801.
5. On-site evaluation teams reported that the majority of the post-secondary students understood the purposes, objectives and activities associated with the occupational program in which they were enrolled, however, many secondary students felt that they had limited knowledge about their courses and programs.	5. Secondary instructors should develop procedures for communicating objectives, purposes and associated activities to their students.	5. a. (LEA) Disseminate through suitable communication media information regarding objectives, procedures and activities established for the occupational program; i.e., prepare a slide/tape presentation or student handbook on total occupational offerings. b. (LEA) Provide course and program objectives to counselors to assist students in selection of programs. c. (LEA) Make copies of objectives of all courses available to students and utilize them throughout course or program in evaluating student progress. d. (DVTE) Continue to use students on Phase Three on-site visitation teams.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Evidence indicates that most occupational teachers are prone to modifying instructional methods, media, systems for grading, assignments and lab availability to better serve and allow for individual differences in vocational classes.	6. Continue to support teachers' efforts to provide alternative modes of learning in order that the learning needs and abilities of the individual student can better be met.	6. a. (LEA) Encourage individualized instruction delivery systems to meet the needs and abilities of all students. b. (LEA) Consider making individualized courses available on a regular open entry/open exit basis. c. (LEA & U) Provide staff in-service on topics utilizing both DVTE developed materials on self-paced and individualized instruction. d. (LEA) Explore possibility of hiring personnel to assist instructional staff in processes of individualized instruction. e. (DVTE-IOE-U) Provide workshops and courses to develop teacher competencies in developing individualized instruction packets and techniques.
7. The faculty preliminary evaluation instrument (PEI-F) indicates that 70% of the districts evaluated identify disadvantaged and handicapped students as stated in the Local One and Five Year Plan for Occupational Education, however many staff members (25% according to PEI-F) are unaware of the criteria and procedures used, and often no specific person or persons have been charged with responsibility for making this identification.	7. Develop a formalized system to identify disadvantaged and handicapped students and disseminate this information to the staff.	7. a. (LEA) Utilize Occupational Education for Disadvantaged and Handicapped Persons, Bulletin #40-1273 published by DVTE. b. (LEA) Conduct in-service workshops for occupational teachers and guidance personnel to review criteria specified in the One and Five Year Plan for identifying disadvantaged and handicapped students. c. (LEA) Provide each occcupational faculty member with a copy of the One and Five Year Plan containing the criteria used in identifying the disadvantaged and handicapped students. d. (LEA) Charge a staff member or department with the responsibility for formalizing a system of identifying disadvantaged and handicapped students and then involve all staff members in its implementation. e. (DVTE) Continue to conduct in-service workshops on the procedures for identification of disadvantaged and handicapped students and procedures for meeting state and federal audits on funds received for services provided disadvantaged and handicapped students. f. (U) Inform prospective teachers regarding procedures and criteria which might be utilized in identifying disadvantaged and handicapped students. g. (DVTE) The Three Phase Evaluation and fiscal audits should pay close attention to additional services provided for disadvantaged and handicapped. h. (LEA) Develop an individual record for each disadvantaged or handicapped student claimed for reimbursement purposes.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		1. (DVTE & U) Provide LEA with some examples of existing systems which may be used to notify teachers of disadvantaged and handicapped students in regular occupational programs.
8. On-site evaluation teams found that only 47% of those districts which identify disadvantaged and/or handicapped students are providing services for them.	8. Develop a formalized plan for providing individualized help for all disadvantaged and handicapped students.	8. a. (LEA) Utilize DVTE consultants in developing identification procedures, developing programs for disadvantaged and handicapped and developing a reporting system which will stand an audit. b. (LEA) Identify and provide additional services needed by disadvantaged and handicapped students and communicate these to all concerned; i.e. special remedial classes, tutoring, special materials and counseling services. c. (LEA) Conduct in-service workshops to assist instructional staff with providing special services for disadvantaged and handicapped students. d. (DVTE & U) Provide in-service workshops on methods and ways a local district can provide additional services for disadvantaged and handicapped students. e. (U) Inform prospective teachers regarding services which should be provided students with special needs. f. (LEA) Develop a student resource team, including teachers, guidance personnel, school psychologists, social workers, school nurses, and administrators for the study and development of additional services for disadvantaged and handicapped students. g. (LEA) Communicate procedures for providing services for disadvantaged and handicapped students to all occupational program teachers, administrators and guidance personnel. h. (LEA) Coordinate services of the Division of Vocational Rehabilitation, local Special Education Program and other relevant public and private agencies. i. (LEA) Employ a method of identifying and funding the economically disadvantaged students wishing entry to the occupational programs (Investigate sources of funds and materials through local and state agencies, advisory committees and other community groups and organizations).

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
9. Local Education Agencies offer many specialized programs for the handicapped students, however there appears to be a need for an increased emphasis on occupational education.	9. Investigate alternative occupational programs for the handicapped which insure safe and effective training leading to employment.	9. a. (LEA) Utilize advisory committee to study ways to better serve handicapped students. b. (LEA) Consult with Division of Vocational Rehabilitation area representative. c. (DVTE & U) Conduct workshop for LEAs with emphasis on providing occupational training for the handicapped. d. (U) Incorporate in teacher preparation curriculum the ways teachers can serve the handicapped and where services can be obtained.
10. Interviews with students indicated that several students were denied an opportunity to participate in the occupational program in which they were interested.	10. Pursue the development of occupational programs in all five occupational areas; i.e. Applied Biological and Agriculture; Health Occupations; Personal and Public Service Occupations; Business, Marketing and Management Occupations and Industrial Oriented Occupations for all students who can benefit from them. Provide all students with equal opportunity to participate in any available program.	10. a. (LEA) Carefully assess students needs, interests and abilities and community needs and employment opportunities and add needed programs to curriculum. b. (LEA) Utilize area vocational centers, joint agreements and contracts to provide programs not presently available in the local school. c. (LEA) Utilize DVTE consultants on procedures for implementing occupational programs. d. (U) Include within the curriculum structure of teachers and administrator education program articulation and interinstitutional cooperation. e. (LEA) Assume the initiative in meeting with neighboring LEAs to discuss possibilities of articulating program offerings. f. (DVTE) Conduct additional workshops throughout the state dealing with procedures and techniques to be utilized by LEAs in articulating their program offerings and developing joint agreement relationships. g. (LEA) Examine the registration procedures and course offerings to insure equality of opportunity for all students - alter school day if necessary, have early bird classes and early evening classes if necessary and meet student needs and overcome scheduling conflicts. h. (LEA) Adopt open admission policies for courses and programs based on student abilities, need and interest. i. (LEA) Provide flexibility in student registration and making program changes, especially at orientation level. Prevent locking of students into courses.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
11. Evaluations indicate that although students were satisfied with the course in which they were enrolled, they indicated that they had little opportunity or involvement with program planning and evaluation.	11. Involve students in appropriate phases of planning and evaluations of occupational courses and programs.	11. a. (LEA) Include students on all occupational advisory committees. b. (LEA) Require each student to complete an evaluation instrument for each occupational course completed. c. (LEA) Utilize follow-up studies of former students and employers in making course content changes. d. (U) In pre-service and in-service education programs for occupational education personnel, stress utilization of advisory committees, student evaluation systems and follow-ups as a means of developing meaningful and useful course and program content. e. (DVTE) Conduct workshops on development and utilization of Locally-Directed Evaluation Systems.
12. As stated in previous Composite Evaluation Reports (FY'1973 and 1974) there is little evidence to suggest that many districts are making any concerted effort to encourage the participation of college-bound students in occupational programs.	12. Encourage college-bound students to avail themselves of appropriate occupational courses and programs.	12. a. (LEA) Encourage all secondary students to develop employment skills necessary for entry level employment by enrolling in extra courses. b. (LEA) Schedule courses to avoid conflicts between required college preparatory classes and occupational classes. c. (LEA) Advise parents and students of the desirability of occupational courses for college-bound students. d. (LEA) Conduct in-service meetings for all staff members to fully acquaint them with total school curriculum. e. (LEA) Involve both college prep and occupational teachers in the preparation of students for entry level employment. f. (LEA) Make a concerted effort to provide academically talented students with career guidance and occupational information. g. (LEA) Involve all teachers in occupational guidance activities. h. (LEA) Encourage involvement of local business, industry and media for career awareness.

STUDENTS SERVED

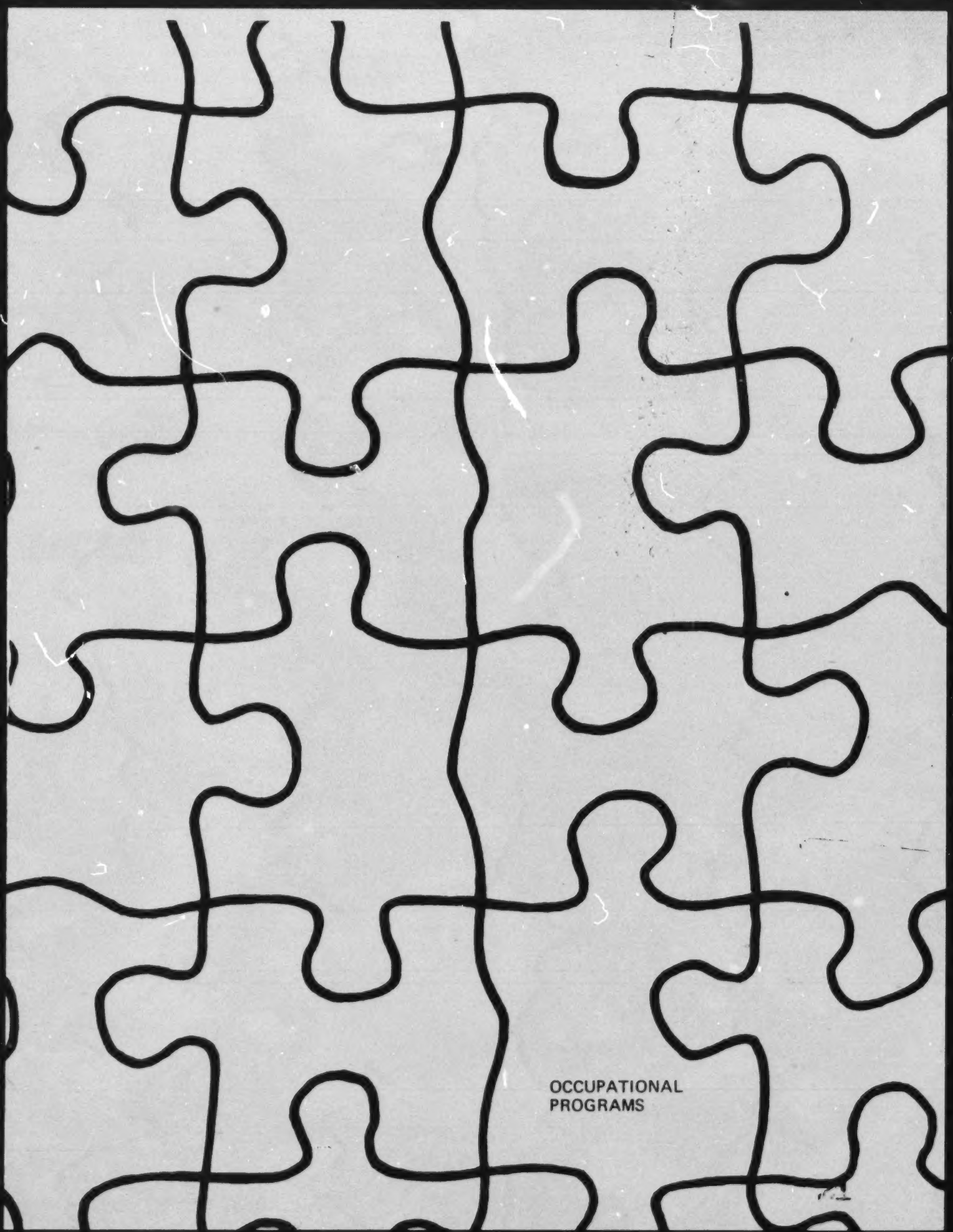
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
13. Althouth the Vocational Education Amendments of 1968 state very specifically that vocational youth organizations will be an integral part of the vocational instruction offered, only 50% of the schools evaluated had some type of student organizations. Specifically the team leaders indicated that the effectiveness of existing occupational student organizations within the district were average or low in 88% of the LEAs. Preliminary evaluation instruments indicated that 81% of the students do not belong to any vocational student organization.	13. Promote and strengthen the existing youth organizations and develop other organizations that relate to the occupational programs.	13. a. (LEA) Encourage occupational teachers to make youth organizations an integral part of the occupational instruction offered. b. (LEA) Relate classroom instruction and youth organizations activities so that each complements the other. c. (LEA) Continually evaluate and improve objectives and activities of existing youth organizations. Be sure to include students in the evaluation procedure. d. (LEA-U) Train staff and future teachers in the techniques needed to organize, utilize and advise youth organizations. e. (LEA) Schedule organization activities during classtime and involve all students in some activity. Base projects and activities on the value that they will have for each individual student (give consideration to professional activities, civic activities, service activities, social activities and financial activities. f. (DVTE-U) Provide leadership for state-wide youth organization activities and training advisors. g. (DVTE) Require LEAs to include youth organizations in their occupational program and to reflect their operation in the Local One and Five Year Plan for Occupational Education. h. (DVTE) Provide a stipend for those districts with active youth organizations. i. (DVTE-U) Provide in-service training for youth group sponsors. j. (DVTE-U) Publicize conferences, state meetings, etc., to all concerned. k. (LEA) Consider the giving of credit to participating students.
14. Most secondary schools have given little attention to providing saleable skills for early school leavers and potential school leavers.	14. Identify early school leavers and establish programs to meet these student needs for entry level skills.	14. a. (LEA) Establish skill level programs at lower grade levels for potential school leavers. b. (LEA) Develop joint agreements with area secondary schools to better meet the specialized occupational needs and interests of potential school leavers (possibly an area alternative school). c. (DVTE) Sponsor in-service workshops and conferences to assist LEAs in implementation of alternative programs. d. (DVTE) Prioritize funding for special programs to meet the needs of potential school leavers or those who have already dropped out. e. (LEA) Utilize alternative educational programs.

STUDENTS SERVED

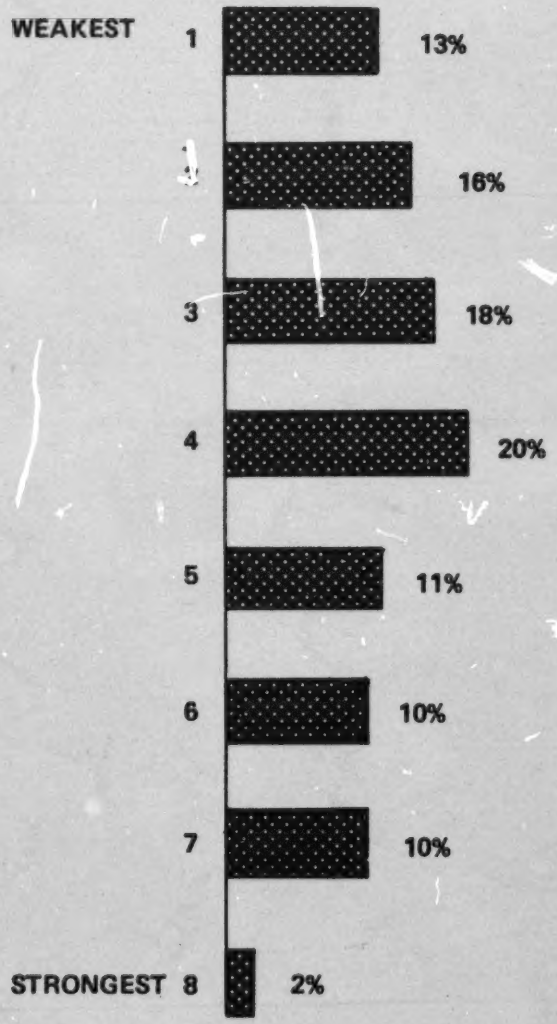
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
15. Although most students felt that they were employable upon graduation, there appears to be a limited number of LEAs who have developed a formalized procedure for assessing and insuring employability of students when they terminate formal education either by graduating or leaving school before completing the program.	15. Develop a procedure for evaluating the effectiveness of the occupational courses and programs.	15. a. (LEA) Utilize an employer survey to develop a list of competencies necessary for employment in the area jobs. b. (LEA) Conduct a follow-up survey of former students and employers to ascertain the effectiveness of the occupational training and if the graduates were meeting entry level skill requirements. c. (LEA) Disseminate results of follow-up studies to all academic and vocational teachers, guidance personnel, administrators, citizens, advisory councils and members of board of education. d. (DVTE) Provide opportunities for pre-service and in-service training pertaining to development of relevant occupational programs; i.e. IOCP materials. e. (LEA) Utilize citizens advisory committee personnel, working directly with each occupational instructor to clearly establish current entry-level job requirements for all vocational programs. f. (LEA) Issue certificate indicating skill competency level to early school leavers and graduates of programs.
16. Evaluation reports indicate that instructors had little contact with employers where students will eventually find employment and were given limited assistance in job placement.	16. Encourage instructional staff to maintain close contact with business and industry to stay aware of employment needs.	16. a. (LEA) Designate a person or persons as being responsible for job placement. b. (LEA) Identify and cooperate with private and public agencies offering placement assistance and employment information. c. (LEA) Utilize input from advisory committees. d. (DVTE) Reimburse LEAs with viable and successful placement programs. e. (DVTE-U) Continue with workshops for guidance personnel, occupational teachers and administrators dealing with procedures and techniques which may be used in securing satisfactory placement services for presently enrolled students, early school leavers and graduates.
17. According to the School and Community Data Instrument completed by visited community colleges, 69% of their students are enrolled in an occupational program.		
18. Evaluation reports indicated that most curricula for career programs at the post-secondary level are structured in a sequential manner and provide students with saleable skills early in their programs so that they are employable even if they do not complete the program.	18. Continue to provide career programs in a sequential format, providing for flexibility where sequential program is not desired by the student.	18. (LEA) Give some attention to flexibility within programs in order for students to enroll in selected courses.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
19. Although some local secondary districts offer adult education courses, most programs have been transferred to the community colleges and in some cases the universities.	19. Public school districts, community colleges and universities should support, encourage, and provide adult education programs and study ways of coordinating them.	19. a. (LEA, IOE, ICCB, DVTE, SESR) Develop a recommended state-wide plan of action for adult education. b. (LEA) Utilize advisory committees to determine occupational courses and program needs of the adults in the community. c. (LEA & U) Community colleges and universities should provide more non-credit as well as credit courses for adults who are not interested in taking courses for credit. d. (LEA) Public schools should continue to provide facilities for adult education programs regardless of who administers them in as much as many adults prefer not to travel the sometimes long distances to the community colleges and universities.
20. The WECEP (Work Experience Career Exploration Program, special program for 14 and 15 year olds) is to be commended for its efforts and evident accomplishments in the area of serving special needs students, however, it is only being offered in a limited number of LEAs.	20. Continue these efforts and expand to other local district.	20. a. (LEA) Contact DVTE Special Programs Unit, cooperative education consultant and seek assistance in the development and implementation of WECEP Program or some similar program to meet the needs of the 14 and 15 year old students. b. (DVTE,IOE,LEA) Seek legislation to permit 14 and 15 year old students to participate in cooperative occupational programs which are not necessarily under WECEP. c. (LEA) Continually assess interests, needs and abilities of all students. d. (LEA) Visit model WECEP Programs.


OCCUPATIONAL
PROGRAMS

OCCUPATIONAL PROGRAMS



MEAN RANK 3.8%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

OCCUPATIONAL PROGRAMS

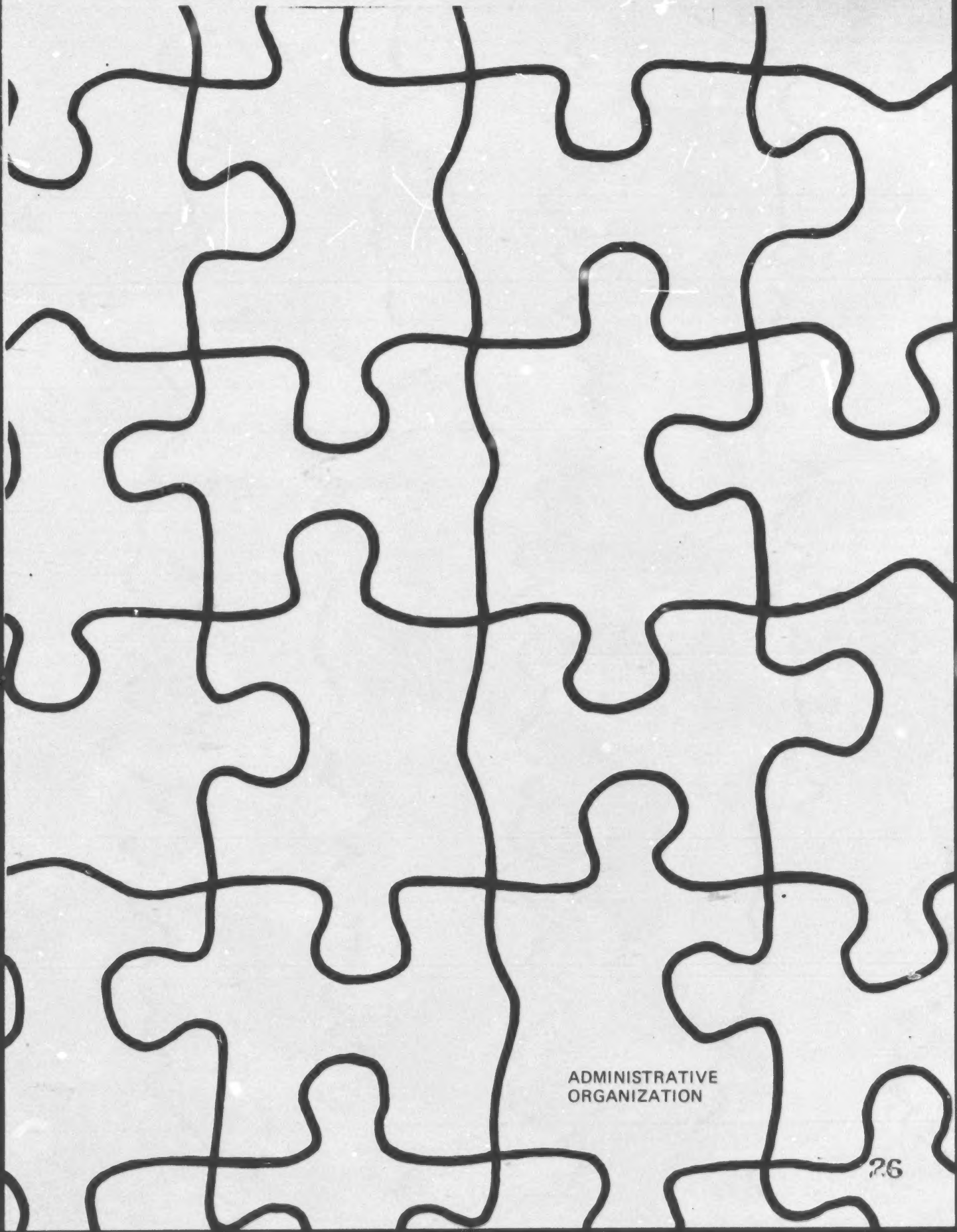
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Enrolled students and the business community were found in almost all cases to be highly supportive of occupational education and cooperative education programs.		
2. Occupational programs vary widely between LEA's in their effectiveness in preparing students for entry-level employment.	2. Work to improve the effectiveness of all occupational programs in the preparation of students for entry-level employment.	2. a. (LEA, DVTE) State and local evaluation efforts should be more specific in their identification of and recommendations for programs which are not effective in preparing students for entry-level employment. b. (LEA) Local educational agencies should more frequently and carefully evaluate programs in terms of their effectiveness. c. (LEA) Local educational agencies should better utilize advisory committees to modify programs to provide entry-level skill training.
3. Cooperative education programs vary significantly in quality and effectiveness between LEA's. (Team Leaders indicated that 50% were "average" and 31% were "low" in quality.)	3. Improve the quality and effectiveness of all cooperative education programs.	3. a. (LEA) Local districts operating cooperative education programs should understand the degree of commitment in terms of staff time and training required and be willing to allocate sufficient resource to be assured of a high probability of success. b. (DVTE) Cooperative programs not presently meeting minimum standards should be identified by evaluation teams and/or state staff with subsequent loss of approval status and funding until improvements can be made. c. (DVTE, IOE, U) Specialized training of all personnel working with cooperative programs should once again be provided and required. d. (LEA) Each LEA should be required to validate the fact that students enrolled in cooperative programs meet all local, state and federal regulations pertaining to the program.
4. Many LEA's offering cooperative education programs do not use written training agreements and have in some instances been found in violation of laws pertaining to student employees.	4. All cooperative programs should be built around written training agreements and must meet all legal requirements.	4. a. (LEA, DVTE) Coordinators of cooperative programs should have training in regard to the legal aspects of student employment. b. (LEA) Written training agreements should be developed for all students in coop programs. c. Also see #3 above.

OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
5. Many LEA's still have no K-8 occupational information program operational to any significant degree. Many LEA's have not begun planning for future implementation. Team Leaders reported 48% of the secondary schools have "some" programming (largely individual teacher effort) while 12% have "none".	5. All LEA's should have viable K-8 occupational information programs.	5. a. (U) Continue to stress the importance of this type of program in elementary education and educational administration programs. b. (DVTE) DVTE should continue to work with LEA's in the development of K-8 occupational information programs. c. (IOE) Place greater emphasis on K-8 occupational information programs through contacts and correspondenbe with LEA's. d. See also Students Served #2.
6. Most LEA's currently have occupational orientation courses at the 9th and 10th grade levels. However, their orientation courses are often poorly articulated with the capstone courses offered at the 11th and 12th grade levels.	6. Better articulate all program components.	6. a. (LEA) Local districts should articulate the orientation course content with existing and planned junior and senior level occupational capstone courses and cooperative education. b. (DVTE) Evaluation teams should identify potential problem areas and make specific suggestions for improving articulation between these two phases of the program with follow-up visits by DVTE staff.
7. Many evaluation reports indicate that although the LEA is fully approved, little effective preparation for entry-level employment is provided in the following areas: Health Occupations, Industrial Oriented Occupations, Personal and Public Service Occupations.	7. All occupational programs offered should be improved so as to provide training for entry-level employment.	7. a. (DVTE) Identify exemplary Health Occupations programs in small communities limited in scope of related occupations and other LEA's encouraged to visit these centers. b. (LEA) Local agencies not having large health care facilities located within their district should make greater use of joint agreements and resource sharing. c. (DVTE) Be more firm in defining the difference between industrial occupations and industrial arts, and LEA's should have to substantiate that there is employment potential for program leavers. d. (DVTE, LEA) Personal and Public Service - see (a) and (b) above. e. (DVTE) See Occupational Programs #8.
8. When an additional occupational program area is added to an LEA's curriculum with its primary objective being securement of fully-approved status rather than meeting community needs. Those offerings are frequently marginal in their effectiveness due to inadequate preparation of program content, absence of any local capstone experience, limited equipment availability and the employment of less than fully-qualified staff.	8. Full approval status should not be placed ahead of community needs for program.	8. a. (DVTE) The terms "full" and "conditional" approval should be stricken from the DVTE vocabulary. b. (DVTE) Marginal programs should not be encouraged by funding. Programs so identified by evaluation teams and/or state staff should be funded only after a full local evaluation has been completed and a revised (improved) program outline submitted to the Regional Director.

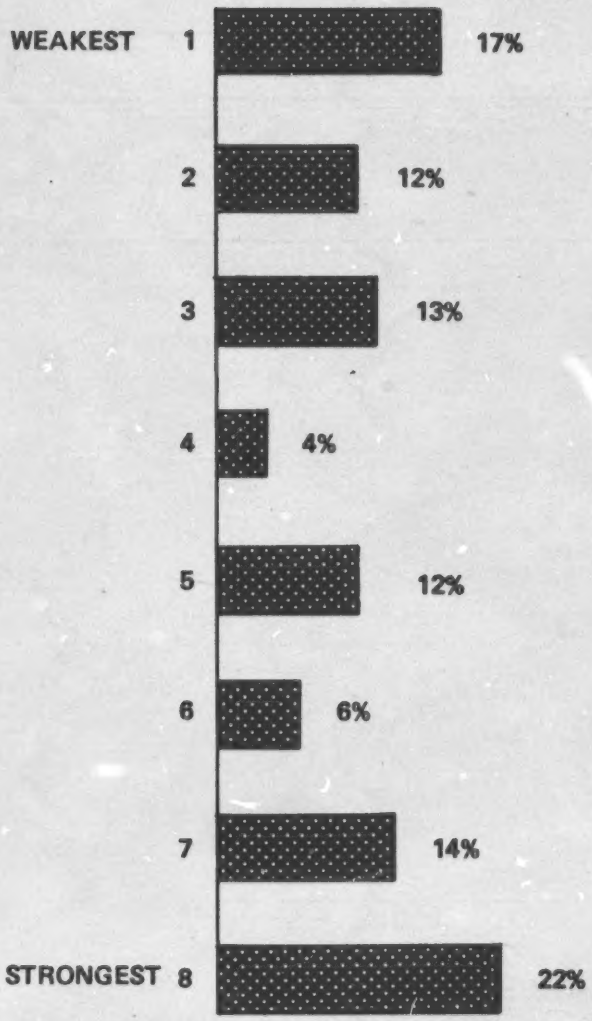
OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
9. Most LEA's evaluated appeared to have sequentially structured programs although they are making a very limited effort in articulating their programs with other agencies and/or departments, including: a. Other program departments within the LEA. b. Occupational instructional programs with the cooperative education program. c. Occupational information (K-8), occupational orientation and occupational preparation classes. d. Secondary occupational programs, area vocational center programs and post-secondary programs. e. Occupational programs and general education programs within the LEA.	9. Articulate all program offerings with other departments/agencies so as to realize the cumulative benefits of all inputs.	9. a. (DVTE) Continue to emphasize the need for total program articulation wit all LEA's. b. (LEA) Identify plans for articulation in the Local Plans and evaluate progress toward completion of established articu'ation goals. c. (U, IOE, DVTE) Develop a format of articulation activities which may be followed by LEA's. d. (DVTE) Promote and sponsor area LEA articulation programs.
10. Community colleges do not appear to be expending significant resources, including manpower, to coordinate and articulate their programs with secondary schools within the community college district.	10. All LEA's should work to better articulate and coordinate programs.	10. a. (LEA) Meetings with community college and secondary school personnel should be held to discuss and plan for program articulation. Responsibility for coordination lies with both agencies. b. (LEA) Advisory committee representatives from secondary and post-secondary agencies should be involved in articulation efforts. c. (DVTE) Require validation in the Local Plan pertaining to articulation activities between area LEA's.
11. Joint agreements between LEA's (including private agencies) appear to be growing in number and scope and are making a positive impact on the availability and quality of occupational programs offered.		
12. LEA's do not usually have valid data upon which to make decisions pertaining to the addition, modification and/or deletion of occupational programs.	12. All programs should be built upon a sound data base.	12. a. (LEA) Accumulate needed data utilizing available sources of information prior to making program decisions. b. (U) Include program management training in teacher and administrative training programs. c. (DVTE) Continue to develop and expand programs, such as the Management Information System, to aid LEA's in gathering and using available data for program planning.



ADMINISTRATIVE
ORGANIZATION

ADMINISTRATIVE ORGANIZATION



MEAN RANK 4.7%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Internal communications, both horizontal and vertical, as noted in the three previous Composite Evaluation Reports, continue to be a problem for the majority of the occupational programs (approximately 55% of those evaluated).	1. Determine the areas of greatest need and establish a system which will provide for an exchange of questions, suggestions and information with those involved in the occupational program.	1. a. (LEA) Survey all occupational areas to determine information needed or information which individuals wish to share. b. (LEA) Establish ad hoc committees with representation from all occupational areas to identify the additional topics and new methods for informational exchange. c. (DVTE, U) Provide in-service training to improve the quality of communiques. d. (LEA) Utilize advisory committees to make the occupational program staff aware of community informational needs. e. (LEA) Involve the occupational program staff as well as program leaders and the local director in preparation of the One and Five Year Plan for Occupational Education, detailed planning, budgeting, implementation of the local program and evaluation, utilizing DVTE Locally-Directed Evaluation materials (when available). f. (LEA) With the assistance and input from the occupational staff, students and advisory personnel direct the occupational program administrator to prepare an annual occupational program status report. Include the report for administrative review as an item for a special or regular meeting of the Board of Education. g. (LEA) Schedule in-service, institute day meetings for inter-group and intra-group meetings to present and discuss all aspects of the occupational program and common areas for student involvement such as: 1. Dissemination of career information regarding opportunities and requirements. 2. English, language arts and social studies projects and papers. 3. Related technical skills in mathematics and science.
2. There was some concern expressed in evaluation reports regarding the degree of development of a public relations program supporting the occupational programs.	2. Delegate the occupational director the public relations functions for the occupational programs.	2. a. (LEA) Assign the occupational director the responsibilities for the public relations program which should include such activities as regularly scheduled news releases, local service club involvement, open house nights, a speakers bureau, program description brochures, contacts with trade and industrial groups, special activities for Vocational Education Week, etc.

ADMINISTRATIVE ORGANIZATION

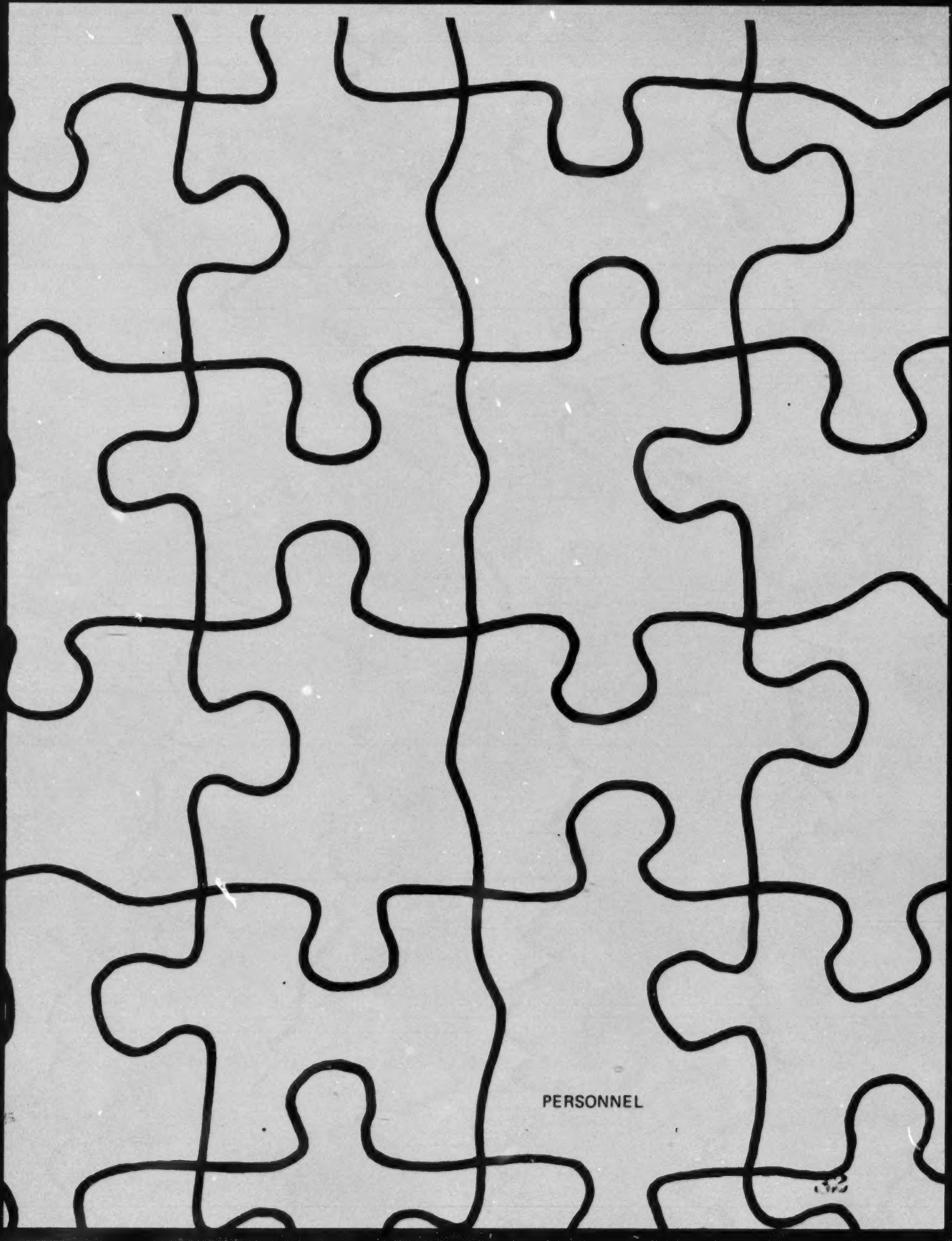
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		b. (LEA) Appoint a district coordinating committee to review materials planned for general distribution to insure that all school programs are represented, preview all materials for suitability and evaluate for effectiveness.
3. Ninety-seven percent of the comments in the evaluation team reports which dealt with the question of administrative support for the local occupational programs were positive. Eighty-four percent of the responses to the faculty preliminary evaluation instrument indicated the local board support of occupational education was average or high.	3. Encourage the continuation of this support.	3. a. (LEA) Continue to present the One and Five Year Plan to the Board of Education and supply any additional information which will encourage their support. b. (LEA) Utilize the school public relations program to continue this attitude of the entire staff and the community.
4. There appears to be a lack of long-range occupational program planning by the local districts, and in instances where there was evidence of planning, there was a lack of over-all faculty, student and advisory committee involvement in the process.	4. Establish a system for greater faculty, student and advisory committee involvement in long-range planning.	4. a. (LEA) Establish a system for data collection and follow-up studies which should be made available to staff members. Review the Plan for analysis and cooperative planning which should utilize the services of faculty members, students, consultants, advisory committee members and other community agency personnel. b. (LEA) Establish a system for determining occupational program priorities with target dates ranging from the immediate for pressing needs to long-range dates for program needs which may or must be delayed. c. (LEA) Seek assistance from Regional Vocational Director and DVTE Consultants to evaluate plans and procedures. d. (LEA) Require all departments concerned with the occupational program to establish the philosophy for the program and subsequent planning of the curriculum. e. (LEA) Determine the future employment potential of possible occupational programs through the use of ISES, local employment agencies and area educational resources. f. (LEA) Survey the resident population to determine their attitudes, needs and desires relative to possible programs. g. (LEA) Implement programs in consonance with the interface between all data available and school priorities.
5. Approximately 45% of those schools evaluated are reported to have an outstanding administrative structure.		

ADMINISTRATIVE ORGANIZATION

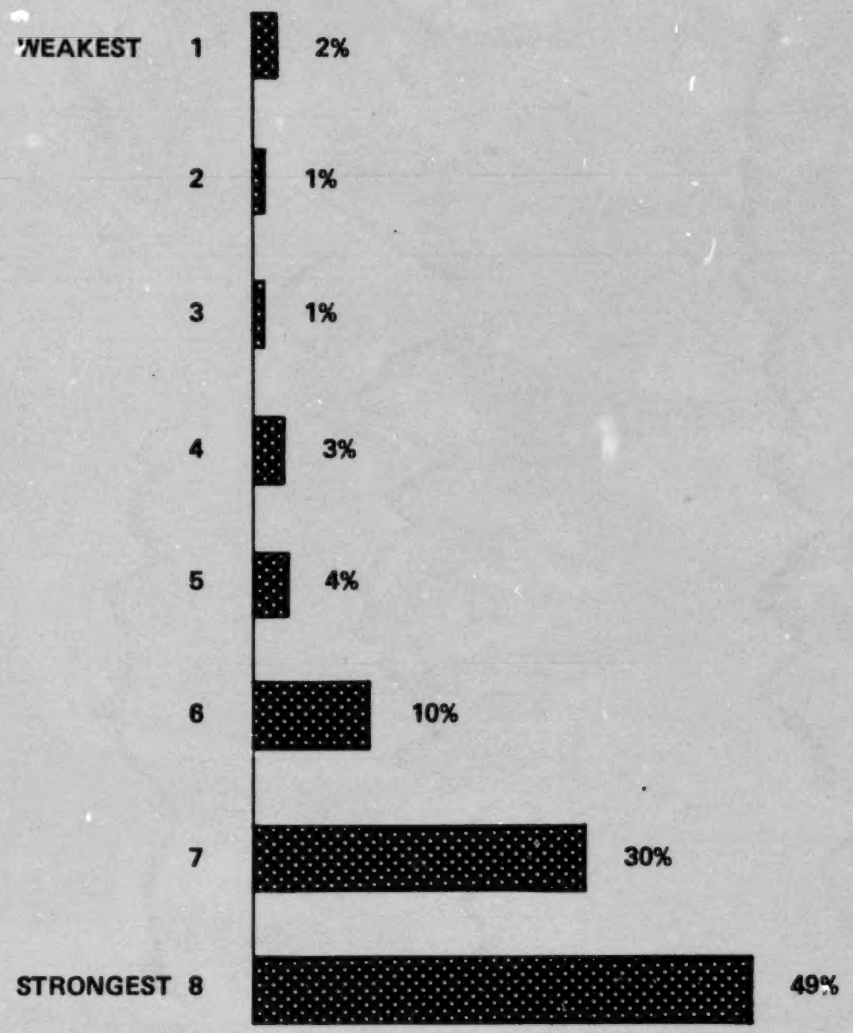
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Fifty-five percent of the evaluation reports indicated that the administrative structure needed improvement and/or was not understood by the faculty regarding areas of responsibility and authority.	6. Improve the administrative structure and clarify the administrative functions for the faculty.	6. a. (LEA) Study the administrative structure of other school systems of similar size to obtain data for determining the most effective administrative organization for the total occupational program. b. (LEA) Utilize in-service workshops for discussing and clarifying job responsibilities, channels of communication, program development, optimum working relations, etc., as these relate to administrative organization. c. (LEA) Solicit advice and consultation from universities and DVTE regarding available information for designing an effective administrative organization. d. (LEA) Review the current administrative organization and identify those elements which are beneficial to effective operation of the occupational program. e. (LEA) Develop a tentative administrative organization chart for study and revision. f. (LEA) Adopt an administrative organization plan and inform all those involved.
7. Job descriptions for occupational program personnel are not applicable or do not exist in many local education agencies.	7. Job descriptions, clearly defining responsibility and levels of authority for all occupational personnel, should be developed and made available to the occupational program staff.	7. a. (LEA) Conduct a review of any and all present job descriptions if they exist. b. (LEA) Contact universities, professional organizations and other schools for information regarding job descriptions, guidelines and sample descriptions. c. (LEA) Involve local teachers and administrators in developing job descriptions for these positions related to their area of concern. d. (LEA) Provide a list of items to be included in job description reports which can be used by individuals or committees assigned the responsibility of writing job descriptions. The list should include such items as: 1. Job Title. 2. An overall statement of responsibility for that particular position. 3. The major segments of responsibility. 4. A statement of authority and limitations of authority granted to allow for the execution of each segment of responsibility. 5. A definition of relationships; e.g., to whom does the person in this position report and who reports to this person.
8. In general, for schools where a full-time position of occupational director exists, the evaluation team concluded that an exemplary job is being performed.		

ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
9. A majority of the evaluation team reports indicated that there is a need for qualified occupational program directors with adequate time to provide leadership.	9. Appoint occupational program administrative personnel and provide sufficient time and authority to administer the occupational program.	9. a. (LEA) Review the qualifications of an occupational program director as outlined in DVTE Bulletin #4. b. (LEA) Study the administrative organization of other occupational programs of similar size to obtain information regarding the role of the occupational program director; e.g., time requirements, job descriptions and operational procedure. c. (LEA) Provide for faculty input to develop a list of duties and responsibilities which should be assigned to a director of the occupational program. d. (LEA) Seek the help and advice of DVTE and the Regional Vocational Director to write a job description for the position of occupational program director in cooperation with the local Board of education. e. (DVTE) Develop model job descriptions for occupational program directors/staff. f. (U) Universities develop programs specifically for training of occupational program directors; e.g., DVTE competency based models: ISU, SIU. g. (LEA) Assess the responsibilities, as defined in the job description, in terms of the time required and allocated to the position.
10. The responses to the faculty preliminary evaluation instrument indicated that 90% considered the working relationship between occupational instructors and occupational program administrators as average or high.	10. Seek ways to improve the working relations in those schools where needed.	10. a. (LEA) Hold a series of meetings at which time the administrators responsible for the occupational programs are made fully aware of their common objectives in the total occupational program. b. (LEA) Initiate joint activities, curriculum seminars, occupational program planning, etc., to encourage occupational teachers to work together cooperatively.
11.. In a few cases the administrative structure described in the One and Five Year Plan was not accurate in terms of actual practices and procedures in the LEA and/or was not used by the occupational program personnel.	11. The LEA's occupational program personnel should prepare a One and Five Year Plan which accurately describes the occupational program and follow the Plan. Include the proper functional administrative structure in the One and Five Year Plan.	11. a. (LEA) Include occupational program personnel and administrators from all grade levels in a process to develop an organizational chart. b. (LEA) The organizational structure should include department chairmen and the assignment of responsibility for the overall development of the occupational programs. c. (LEA) Job descriptions should be made available to all personnel included in the occupational program organizational chart to enhance each members' understanding of his or her position in the total organization.


PERSONNEL

PERSONNEL



MEAN RANK 7.1%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

PERSONNEL

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. There is significant evidence to indicate that, in general, occupational education personnel are well qualified for their positions. The mean composite ranking for this area of concern for FY'75 evaluations is 7.05 of a possible 8.00 and the evaluation reports are replete with positive conclusions in this area of concern.	1. Local districts should seek to maintain the highest of practical standards when employing new occupational personnel and when making tenure decisions.	1. a. (LEA) Where needed establish and maintain a firm policy of employing only fully-qualified occupational personnel as per DVTE Bulletin #4. b. (LEA) When hiring new and/or replacement staff for the occupational program, give preference to qualified applicants having current work experience.
2. Although not in epidemic proportions, some occupational personnel do have deficiencies in their professional preparations. Of those surveyed during FY'75 evaluations, 4% had less than a baccalaureate degree, 11% had provisional or no vocational certification and 15% report having no or less than one year of occupational experience.	2. Occupational personnel having deficiencies in their professional preparations should be "encouraged" to meet standards outlined in DVTE Bulletin #4.	2. a. (U, DVTE) Continue to seek to develop an integrated statewide program including University mentors and professional development experiences leading to a baccalaureate degree for occupational personnel having deficient and/or provisional certifications. b. (LEA) Provide occupational personnel with credit on the salary schedule for approved professional development experiences including summer employment in occupational fields related to their occupational program assignments and responsibilities. c. (U, DVTE) Develop guidelines and procedures for evaluating and crediting previous work experience toward meeting degree requirements for pre-service occupational education programs. d. (U, DVTE) Develop guidelines and procedures for developing, implementing and coordinating cooperative work experience programs to serve the pre-service and in-service needs of occupational personnel. e. (LEA) Implement in concert with local business and industry short-term exchange programs between occupational, business and industrial personnel. f. (U) Universities develop One and Five Year Plans for the preparation of occupational education professional personnel which focus upon statewide needs for personnel development. g. (DVTE) Support university professional development activities through reimbursement for priority professional development activities included in university One and Five Year Plan and following similar procedures used for reimbursing local districts.
3. Ninety-eight percent of the occupational students surveyed rated their instructors knowledge of the world of work as being above average.		

PERSONNEL

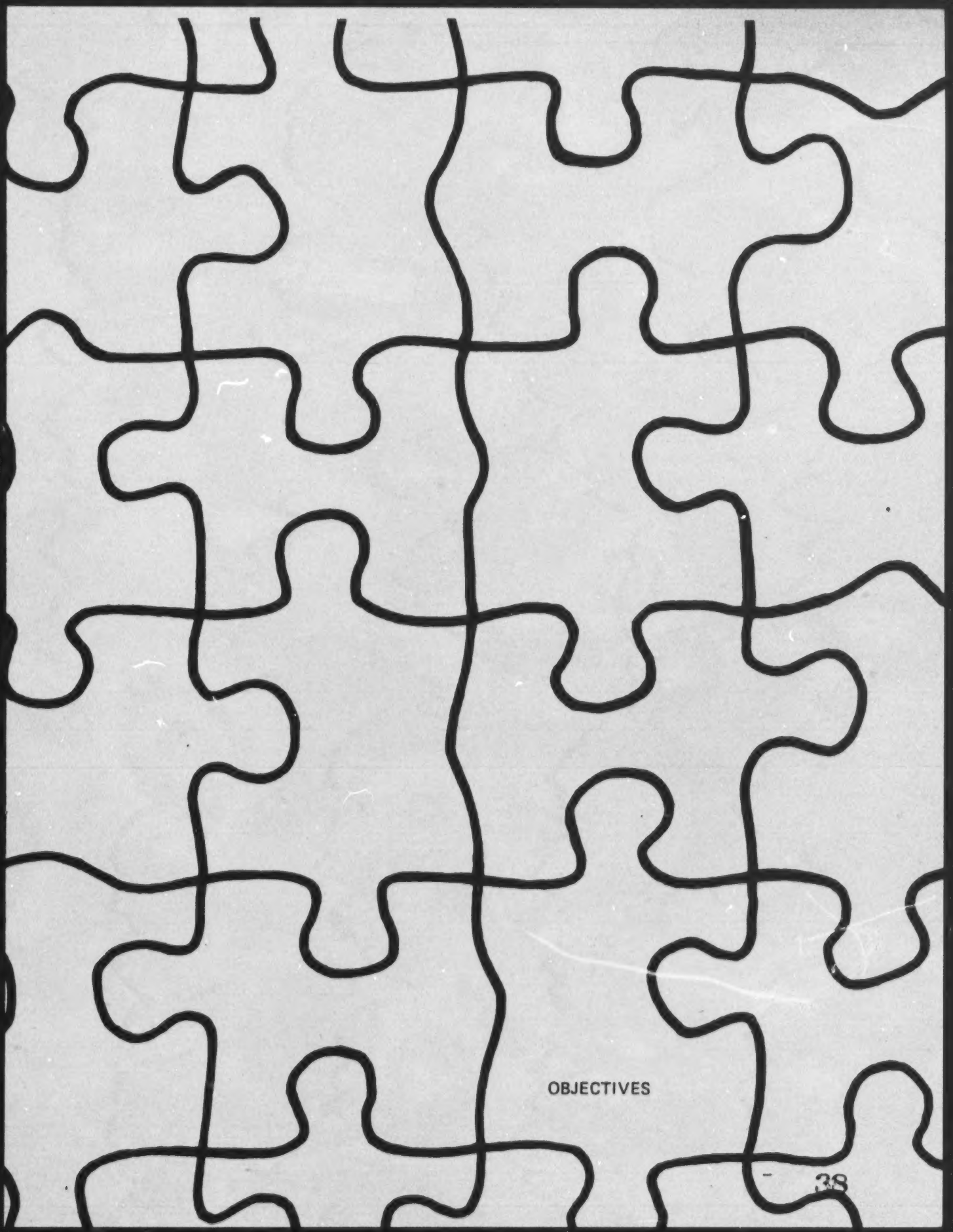
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. Forty-six percent of the respondents to the faculty preliminary evaluation instrument indicate that a university course was their last in-service experience and only in a few instances were there reports of commendable, local, in-service programs for the occupational staff.	4. Local districts should seek to develop and/or support personnel development activities for occupational personnel.	4. a. (LEA) Local occupational director should seek input from occupational personnel and others regarding specific competency areas that should be included in an in-service program; e.g., preparing objectives, locally-directed evaluations, designing career development activities. b. (LEA) Develop and implement annually a schedule of in-service seminars or workshops to focus on personnel development in pertinent competency areas. c. (LEA) Provide travel expenses and released time for occupational personnel to attend professional meetings and technical workshops and seminars related to their assignments and responsibilities. d. (LEA) Develop and implement a system whereby occupational teachers can be given credit on the salary schedule for upgrading their technical skills in business and industry sponsored programs as they currently are rewarded for developing technical and teaching skills in university courses. e. (DVTE) Develop and implement a needs assessment survey to determine in-service needs of local occupational personnel. f. (LEA) Develop and implement an annual in-service plan which utilizes scheduled in-service days. g. (U) Provide instruction to develop competencies needed by administrators to conduct in-service activities for occupational teachers.
5. Part-time instructors in community college occupational programs have limited communication with the full-time instructors in their occupational area.	5. Programs should be developed to provide part-time occupational personnel with opportunities to interact on a professional basis with full-time personnel in their occupational area.	5. a. (LEA) Conduct total departmental meetings on a scheduled basis and at times when both full and part-time occupational personnel can attend. b. (LEA) Include instructional personnel from outlying and off-campus programs as well. c. (LEA) Insure that part-time staff fully understand and are familiar with procedures for obtaining supportive services for their instruction as well as for their students.
6. PEI data indicates that 79% of occupational personnel and 81% of occupational students are not involved with vocational youth organizations.	6. Increase participation in vocational youth organizations.	6. a. (DVTE) Research and Development Unit should solicit and fund a statewide study of vocational youth organizations and the populations they serve in an attempt to identify aspects of each that contribute to the current level of activity on the part of occupational personnel and students in this area of the occupational program. b. (DVTE, U) Utilize the findings of the foregoing research effort and develop and offer in-service workshops and pre-service training for occupational personnel that would serve to increase participation in vocational youth organizations.

PERSONNEL

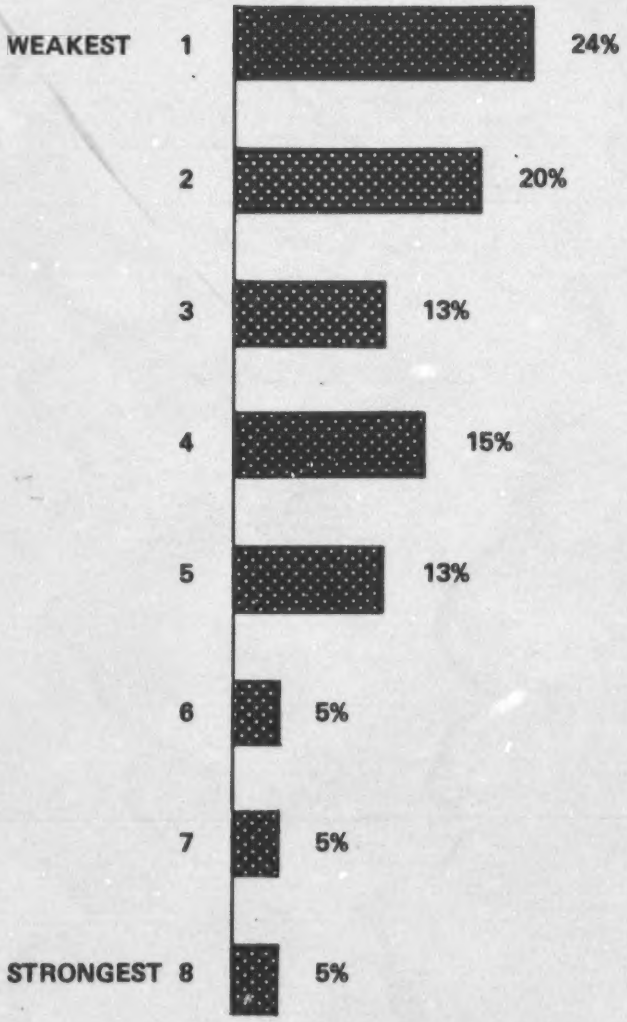
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		c. (LEA, U) Involve university occupational personnel in local vocational youth organization activities to update their knowledge, understanding and attitude toward these organizations and the students served.
7. PEI data and evaluation reports indicate that there is considerable room for improving the general levels of understanding and working relationships between and among occupational, guidance, academic and administrative personnel.	7. Seek ways to raise the levels of understanding and improve the working relationships between and among occupational, guidance, academic and administrative personnel.	7. a. (U) When feasible, provide pre-service and in-service preparation for career education professional personnel on a commanalities basis when preparation is designed to develop competencies which are common to two or more program levels or areas of activity within the program. b. (DVTE) Insure that each LEA has a designated Local Director for the occupational program to provide the leadership necessary to orchestrate activities in the occupational program. c. (LEA) Involve all personnel associated with the occupational program in developing the Local District One and Five Year Plan. d. (LEA) Provide guidance personnel with occupational program course objectives, course descriptions and other related materials for each course or other learning experience included in the program. e. (LEA) Include guidance personnel as members on occupational program advisory committees. f. (LEA) Involve guidance personnel in departmental meetings of occupational personnel. g. (LEA) Involve guidance and administrative personnel in locally-directed evaluation of the occupational program. h. (LEA) Invite occupational departments, along with other departments, to present their departmental programs at general faculty meetings. i. (LEA) Invite administrative, guidance and academic personnel to attend and participate in selected vocational youth organization activities. j. (LEA, DVTE) Increase emphasis on developing articulated K-14 career education programs.
8. PEI data indicates that 76% of those professional staff reporting are members of a professional organization related to their field.	8. Seek to increase the level of membership to 100% in professional organizations relating to their occupational field.	8. a. (U) Pre-service programs for the preparation of occupational personnel should introduce students to the programs, activities, purposes and objectives of occupational program-related professional organizations. b. (Professional Organizations) Develop and implement a program of work and services which serves professional development and other needs of occupational personnel. c. (Professional Organizations) Develop for dissemination through DVTE and universities, publications describing state and national organizations including a listing of dues, functions, mailing addresses and membership applications.

PERSONNEL

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		d. (Professional Organizations, U) Continue to provide and encourage complimentary student memberships to those completing pre-service occupational education programs.
9. Over half (56%) of the respondents to the faculty preliminary evaluation instrument indicated little or no involvement in planning and/or making changes in the Local District One and Five Year Plan for Occupational Education.	9. Provide opportunities for faculty members to participate in evaluating and revising the One and Five Year Plan.	9. a. (LEA) Distribute the existing Plan and the DVTE evaluation report to all occupational education faculty members, administrators and advisory committee members. b. (LEA) Arrange for in-service seminars whereby all faculty members become familiar with the Plan. c. (LEA) Establish a procedure which will insure input from all occupational program staff members as they study the Plan and related materials. d. (DVTE) Utilize information from DVTE for use by the occupational staff to obtain an understanding of the One and Five Year Plan content expected by DVTE. e. (LEA) Assign counselors to committees with occupational program staff members to share future planning and writing. f. (LEA) Develop a system which will provide all staff members with an opportunity to gather data and share in writing future plans. Delegate responsibilities to appropriate offices and departments or require each department to prepare a plan as it relates to each occupational area. g. (LEA) Provide adequate means for a thorough review of the final Local Plan draft copy, explanation of the contents, revisions and final adoption of the final report.
10. Most occupational program staff members were commended for their capabilities and dedication. Administrators were encouraged to use staff talents to a greater extent in improving the occupational program.	10. Identify the highly qualified staff members and encourage their active involvement in all phases of the occupational program.	10. a. (LEA) With the assistance of staff members, clearly define criteria for the selection of future occupational program staff members who will contribute significantly to the improvement of the occupational program. b. (LEA) Establish specific times and procedures for transmitting staff members' concerns regarding instructional program development, assignment to classes and purchase of equipment. c. (LEA) Establish the role and function of the vacated staff positions and involve occupational program staff members who possess unique qualities needed to fill the proper role and function.


OBJECTIVES

OBJECTIVES



MEAN RANK 3.3%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

OBJECTIVES

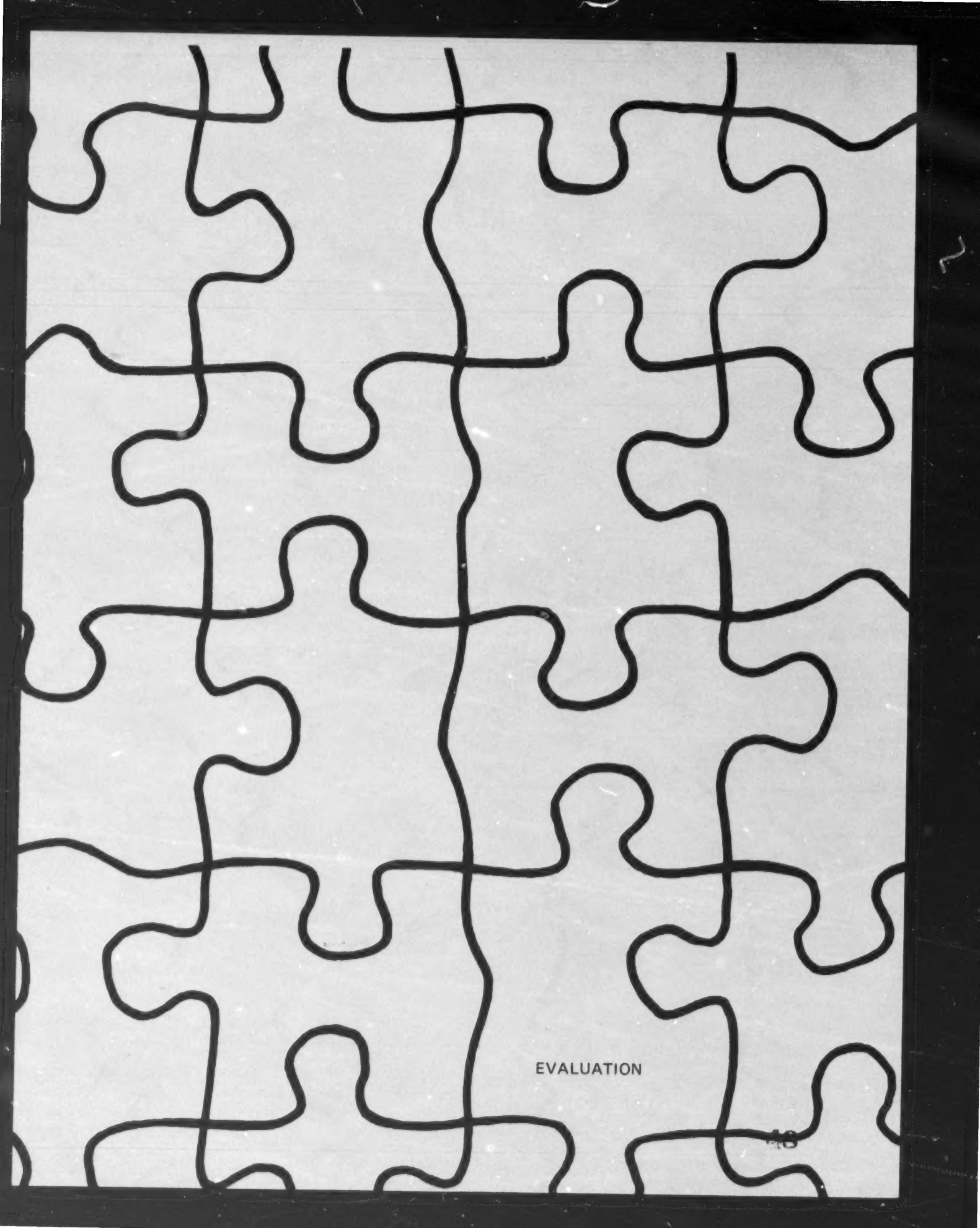
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. The development of measurable objectives has been a major concern of all personnel at the local level as evidenced in the number of districts conducting in-service workshops and similar activities for the development of measurable objectives.	1. This effort should be continued.	
2. Most occupational instructors have written objectives for the courses which they teach, however, a very high percentage of these objectives were not in measurable terms or were not being used to assess the level of student attainment in the courses.	2. Measurable objectives should be developed for all occupational courses taught.	2. a. (LEA) Each occupational instructor should develop and submit written course objectives to the local occupational director for the particular course he/she teaches. These objectives should be developed cooperatively if more than one teacher is involved with the same course. b. (LEA) Local advisory committee should be involved in the development of measurable course objectives. c. (LEA) Local staff and advisory committee members should periodically review and revise course objectives. d. (LEA) An instrument should be developed to assess the degree to which the performance objectives have been attained in the classroom. e. (DVTE) DVTE should make the locally-directed evaluation activities pertaining to the writing and assessment of objectives available to all LEA's who request the materials for in-service programs.
3. The evaluation teams found that some of the teachers were not involved in the development of program objectives or were not even aware of their existence in regard to the One and Five Year Plan for Occupational Education.	3. Increased involvement in the development of program objectives is recommended for all occupational teachers.	3. a. (LEA) Involve all occupational staff in writing objectives at all levels. b. (LEA) Develop a systematic method of writing objectives on the local level which progresses from the program level to the course level involving instructional staff in the entire process. c. (U) The universities should consider writing clinics in cooperation with DVTE on a regular basis including fundamental writing of objectives, review of existing objectives and assessment of attainment of objectives. d. (DVTE) Conduct workshops on an on-going basis to aid LEA's in developing and evaluating objectives.
4. Slightly over one-half of the students completing the student evaluation instrument indicated that they were well-informed of the occupational program and course objectives. The visiting teams tended to confirm this information. Approximately one-third of the students indicated that they were somewhat aware of the same objectives.	4. Continued effort should be expended on informing students of program and course objectives.	4. a. (LEA) Encourage all staff members to prepare written objectives for distribution to students. b. (LEA) Include course objectives in student handbooks and similar publications. c. (LEA) Involve students in the development and evaluation of course objectives.

OBJECTIVES

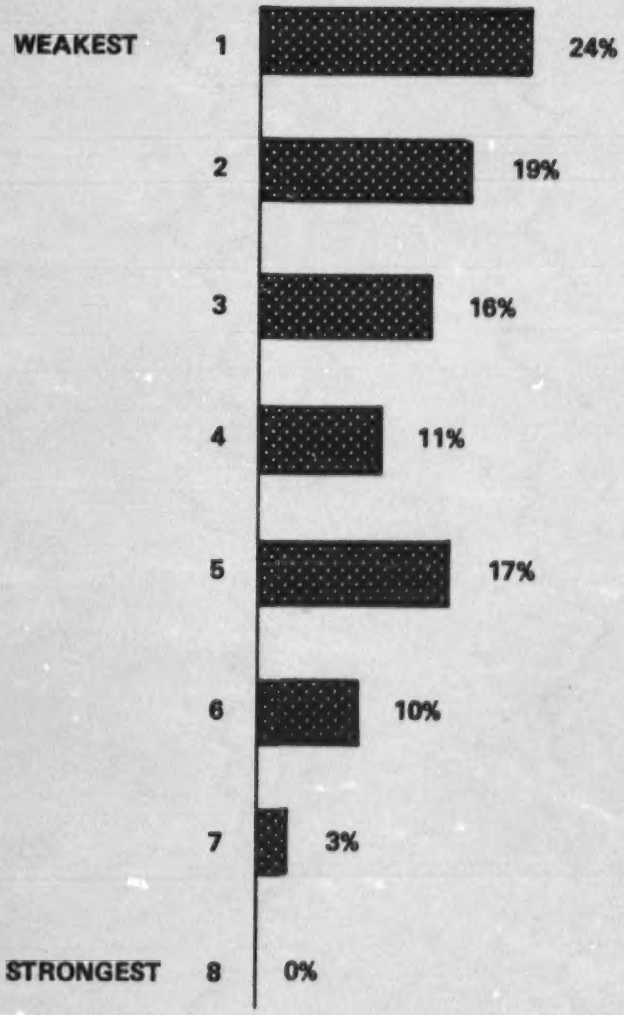
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
5. The faculty Preliminary Evaluation Instrument revealed that 69% of the faculties in districts in which programs were evaluated responded that "stated and measurable objectives for the district's total program existed". However, the on-site evaluation teams expressed that only 43% of the districts had Local Plan objectives which were truely measurable and that 26% of the districts had objectives which were almost measurable and that 31% of the districts did not have measurable program objectives.	5. A concerted effort should be made in the various LEA's which do not have measurable objectives to develop them as a first priority in the immediate future.	5. a. (LEA) Administrators and staff should refer to IOCP materials. b. (LEA, DVTE) Conduct additional in-service workshops for LEA staff in writing measurable objectives at the program and course levels utilizing outside consultant staff such as DVTE consultants when necessary. c. (LEA) Consideration could be given to the establishment of a special task force representative of all aspects of occupational education to give leadership and help in the development of measurable objectives at all levels including total program level. d. (U) All graduates of university teacher education programs with a major in occupational education areas should be required to have demonstrated competency in the development of measurable objectives. e. (DVTE) Continue the development and dissemination of publications and instructional materials for the writing of measurable objectives. f. (DVTE) Continue to conduct periodic in-service workshops relative to the writing of measurable objectives.
6. Total articulation in the development of occupational program objectives K-14 and adult was not evident in most of the schools.	6. There should be articulation K-14 including adult programs for the total program, individual program and individual courses.	6. a. (LEA) Conduct career education articulation workshops involving all staff K-14 and adult for the development of measurable objectives. b. (LEA) Encourage attendance of key elementary career education staff at occupational meetings at the local level including advisory committee meetings and similar meetings. c. (U) Offer in-service workshops and courses relative to career education for elementary teachers and also consider making such content a requirement for all pre-service elementary, secondary and post-secondary teachers. d. (DVTE) Continue to develop and disseminate career education publications to the LEA's relative to the development and evaluation of measurable objectives.
7. There is a need for greater involvement of more staff members in most LEA's in the writing of the overall occupational program objectives.	7. Involve all occupational staff members in the formulation of the One and Five Year Plan for Occupational Education including measurable program objectives.	7. a. (LEA) Delegate specific responsibilities to faculty groups for the development of specific portions of the One and Five Year Plan and have the various groups responsible for the review of the total Plan. b. (LEA) Make a concerted effort on the local level to inform the entire faculty K-14 of the scope and purpose of the One and Five Year Plan.

OBJECTIVES

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		c. (DVTE) Encourage the involvement of more occupational instructional staff at regional meetings as well as administrative staff.
8 There appears to be a tendency for some LEA's to develop measurable objectives and then ignore or fail to revise and keep current with the existing program.	8. Modification and revision of program objectives should be an on-going process.	8. a. (LEA) The local districts should organize and conduct an on-going self-evaluation each year including the objectives section of the Local Plan. b. (DVTE) Continued effort should be made to revise and improve the self-evaluation instruments which can be made available to the local districts. c. (U) Increased emphasis should be placed on program evaluation and self-evaluation in particular. d. (LEA) Stress the importance of objectives for teaching rather than report writing.
9. There is confusion at the local district level with the different expectations in the development of objectives as stressed by DVTE, IOE and North Central Association evaluations.	9. Develop a coordinated DVTE, IOE and North Central Association system for development of measurable objectives.	9. a. (DVTE, IOE, NCA) Conduct an inter-agency workshop to reconcile the individual approaches to development of measurable objectives and establish a single mutually agreeable perspective. b. (DVTE) Prepare and distribute a measurable objectives policy statement which has been coordinated with the other concerned agencies.


EVALUATION

EVALUATION



MEAN RANK 3.2%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

EVALUATION

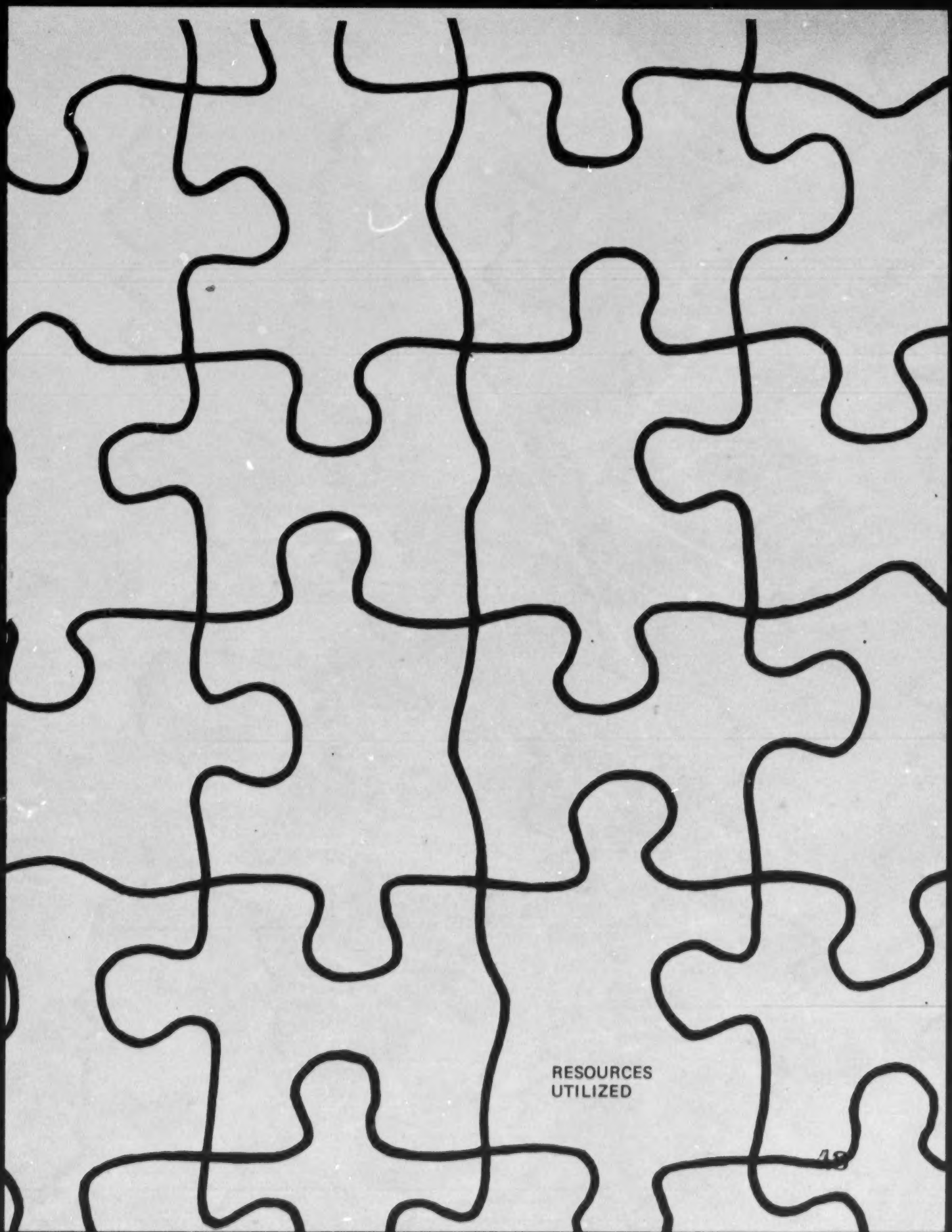
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Team Leader Questionnaire data revealed that fifteen percent of LEA's visited have locally-directed evaluation systems. (In FY'74 this statistic was thirteen percent.)	1. Continue emphasis upon management by objectives and development of locally-directed evaluation systems.	1. a. (ICCB, IOE) Develop schema for LEA evaluation systems which accommodate: 1. Occupational and career education needs. 2. DVTE Three-Phase Evaluation System. b. (DVTE) Encourage LEA's to design evaluation system for total occupational programs and program components based upon student performance and program management objectives. c. (LEA) Utilize Locally-Directed Evaluation materials developed by DVTE. d. (LEA) Utilize DVTE consultants. e. (U) Provide pre-service experiences appropriate to a. and b. above. f. (DVTE, U, LEA) Provide in-service experiences appropriate to a. and b. above and emphasize program redesign.
2. Visitation teams tended to give high priority to evaluation. Twenty-four percent of teams gave evaluation top priority. (In the year previous to this year, this statistic was thirty-four percent.)	2. Appreciate that this is an indicator of increased activity in the evaluation area of concern and encourage more activity.	2. a. (DVTE) Continue to foster developmental activity such as the Follow-Up Study of Class of '73 conducted by Eastern Illinois University and development and use of locally-directed evaluation activities. b. (U) Incorporate DVTE and other evaluative activities into pre-service and in-service experiences for all manner of student-contact personnel.
3. Follow-up studies of program graduates were far and away the most frequently encountered evaluation activities. Seventy-two percent of LEA's visited had formal follow-up programs. (The previous statistic was eighty-seven percent.) Of these, seventy-six percent disseminate results to instructional personnel.	3. Require follow-up studies of program graduates and non-graduates on regularly scheduled basis.	3. a. (DVTE) Finalize development of employer and graduate follow-up locally-directed evaluation activities and assure availability. b. (DVTE) Evaluate effectiveness of these: 1. From the standpoint of responsibility of personnel involved in follow-up design and conduct. 2. From the standpoint of collation and dissemination of results to several personnel involved. 3. From the standpoint of effects upon programs and services. c. (DVTE) Develop follow-up forms with section of common questions and section for local options. d. (LEA) Report common section to DVTE. e. (LEA) Develop Management by Objectives system which uses student follow-up and other evaluation inputs.

EVALUATION

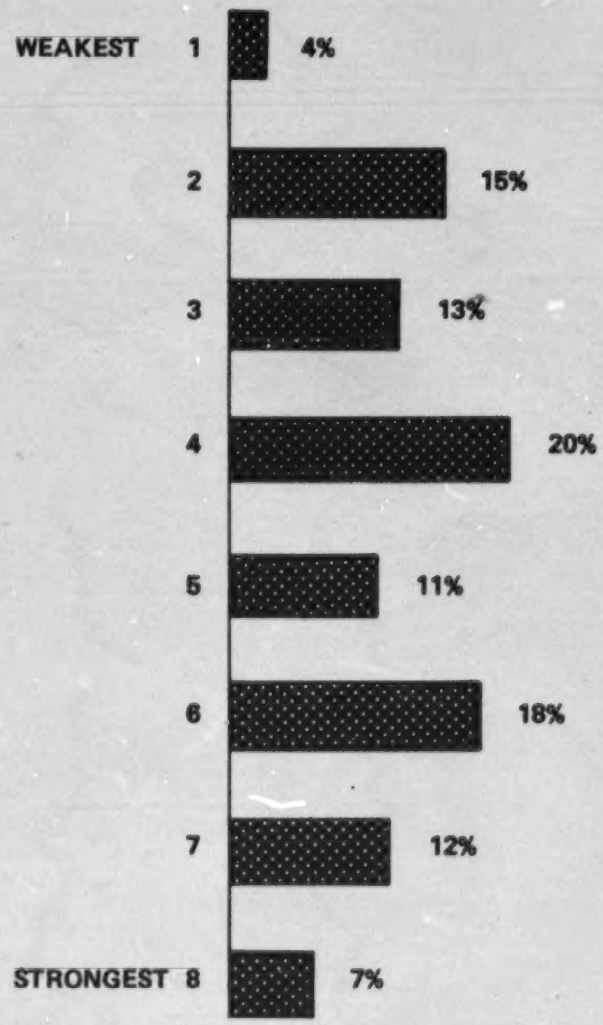
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. Fifteen percent of LEA's have plans for evaluating total occupational education programs and program components on regular basis with instruments evolving over various periods of time or with input from several kinds of personnel and publics.	4. Take steps to design, develop, pilot, redesign, implement and critique total evaluation systems for LEA's.	4. a. (DVTE) Establish priority and develop RFP's for projects appropriate to community college, unit districts, dual district and special agency LEA's which entail steps in the recommendation. b. (DVTE) Fund such projects. c. (IOE, ICCB) Support DVTE efforts, requesting special monies from the Legislature and from USOE as opportunity suggests. d. (U) Bid on RFP's mentioned in a. above. e. (LEA) Cooperate in and/or manage development of evaluation activities. f. (LEA) Utilize on-going successful evaluation activities; i.e., follow-up of graduates, student evaluation of instruction, administrator evaluation of instruction/learning.
5. Many LEA's utilize selected formal evaluation activities which result in improvement to various program components.	5. Develop total evaluation systems which are comprehensive, flexible and adaptable to local needs.	5. a. (DVTE) Provide results; e.g., publications of evaluation-related projects 1970-to-date to LEA's. b. (DVTE) Assure that the following and other components and functions are included in the evaluation designs: 1. Community needs assessment. 2. LEA organizational structure. 3. LEA management/administration. 4. The eight areas of concern of DVTE evaluations. c. (LEA, DVTE) Assure that the following and other instruments are included: 1. Manpower forecasts. 2. Unemployment measures. 3. Human resource inventories. 4. Successful DVTE-developed, Locally-Directed Evaluation Activities. 5. Interview techniques. 6. Comparisons with similar LEA's. d. (LEA, DVTE) Assure that evaluation systems' designs accommodate data from the following and other sources: 1. Existing community and school data banks. 2. All type of student contact personnel. 3. All administrative personnel. 4. All designated advisors. 5. Current students, dropouts and graduates. 6. Employers. 7. Community leadership-management, labor, government, social, religious, financial, etc. 8. Public and private employment agencies. 3. (LEA, DVTE) Assure that evaluation systems' designs include guidelines for scheduling various activities from initial stages to dissemination and utilization of results in revision of programs and services.

EVALUATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Interviews in LEA's visited indicated that few personnel are well-prepared to deal with systematic, multifaceted evaluations.	6. Make unified efforts to assure that education professionals are well-grounded in evaluation.	6. a. (ICCB, IOE, DVTE) Move toward more definitive minimum requirements such as competencies of administrative and student-contact personnel in evaluation. b. (U) Adapt pre-service and in-service programs accordingly, giving emphasis to evaluative activities best suited to process, career and student centered and occupational education as contrasted to content centered education. c. (LEA) Emphasize evaluation design and implementation in FY'76, FY'77 and FY'78 personnel development activities. d. (IEA, AFT, AAUP and Affiliates) Participation in evaluation and accountability movement to have input to emerging professionalism. e. (DVTE, IOE, ICCB) Effect a program for providing professional associations with information such as accountability measures, evaluation and their impact upon finance and budgets.
7. It is encouraging to note that a small number of LEA's had made significant program improvements because of locally-directed evaluations. However, in the main, findings of evaluation activities are not collated, disseminated or used in program revisions.	7. Maximize improvement via program and course revision, modification of learning/instruction strategies and deletion and addition of programs.	7. a. (DVTE, U) Provide in-service training to assist with interpretation and use of evaluation data. b. (LEA) Utilize comprehensive system of reports of all evaluation activities in total program and program component design, especially in back-up work for budgeting, staffing, facilities planning, planning for cooperative education and DVTE One and Five Year Plan for Occupational Education. c. (LEA) Prepare specialized reports for various publics to evidence how their inputs are used; e.g., enrolled students, graduates, taxpayers, advisors, employers, governing board members. d. (LEA) Utilize variety of local personnel in change processes, providing them with data and making them responsible for modification in light of findings.


RESOURCES
UTILIZED

RESOURCES UTILIZED



MEAN RANK 4.6%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

RESOURCES UTILIZED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Ninety-one percent of the LEA's evaluated reported on the School and Community Data Form that they utilized citizens from their communities to serve on occupational advisory committees. (The Team Leader Questionnaire indicates that 67% of the LEA's involved community personnel to a limited degree or not at all in planning programs.)	1. LEA's should institute task oriented advisory committees for use in developing and maintaining occupational programs.	1. a. (DVTE) Reprint and send quantities of the publication Advisory Council Member to the directors of occupational programs in LEA's. b. (DVTE) Develop a short publication for LEA personnel who work with advisory committees on topic of "How To Orient Advisory Committees To The Identification and Accomplishment of Tasks". c. (DVTE) Publish samples of advisory committee meeting minutes which reflect a task-oriented approach to occupational education. d. (DVTE) Publish Guidelines on use of overall advisory committee vis a vis specific program advisory committees. e. (DVTE, U) Research effectiveness of overall advisory committee versus specific program advisory committee in LEA's of various sizes. f. (DVTE, U) Conduct a statewide survey to ascertain composition of advisory committees based on characteristics such as occupation, size of organization, etc. g. (LEA) Utilize DVTE Publication Advisory Council Member with local advisory committees. h. (LEA) Integrate work of advisory committee with One and Five Year Plan objectives to insure task-oriented groups. i. (LEA) Formulate and utilize Ad Hoc or sub-committees for advisory committees to work on specific tasks. j. (LEA) Contact Rurban Education Development Lab - University of Illinois for resource materials. k. (LEA) Utilize DVTE consultants.
2. A common shortcoming of LEA's as expressed in local evaluation reports was the limited use of external resources while conducting occupational courses. (The Team Leader Questionnaire indicates that over 78% of the LEA's utilized community resources to an average or low degree.	2. LEA's should greatly expand the utilization of community resources in the on-going occupational programs.	2. a. (DVTE) Develop materials reflecting ways for LEA's to involve community resources in the occupational programs. b. (DVTE) Through a research funded project, work with private and public agencies to identify sources to use in occupational courses. Make these sources available to LEA's. c. (DVTE) Sponsor comprehensive Regional Workshops for occupational educators on utilizing community resources (including Advisory Committees) in occupational classes. d. (IOE, ICCB) Mobilize a public relations campaign aimed at private and public agencies encouraging them to offer their services in occupational classes.

RESOURCES UTILIZED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		e. (IOE, ICCB) Mobilize a public relations campaign aimed at LEA's encouraging occupational teachers to utilize community resources in occupational classes. f. (U) Conduct seminars and workshops for occupational educators on using community resources in occupational classes. g. (U) Analyze methods used to involve community resources in occupational classes and publicize successful methods. h. (LEA) Develop objectives for the utilization of community resources in occupational classes. i. (LEA) Conduct an aggressive community search to identify resources for use in occupational classes. j. (LEA) Maintain a file of community contacts for use in occupational classes. k. (LEA) Develop a comprehensive plan for the utilization of these resources on a regular schedule in occupational programs. l. (LEA) Conduct in-service staff training for occupational teachers on utilizing community resources. m. (LEA) Utilize IOCP materials. n. (LEA) Utilize DVTE consultants. o. (DVTE) Establish demonstration centers on use of community resources. p. (LEA) Utilize DVTE Community Resource Utilization Manual (CRU Manual).
3. Many evaluations indicate that occupational instructors have had little or no involvement in planning their Local District's One and Five Year Plan for Occupational Education. (Fifty-six percent of the facilities of the LEA's surveyed indicated little or no involvement in planning and/or making changes in the Plan.)	3. LEA's should utilize local occupational instructors in developing the Local One and Five Year Plan for Occupational Education.	3. a. (DVTE) Communicate with LEA administrative personnel on importance of involving instructors in development of One and Five Year Plan for Occupational Education. b. (DVTE) Prepare a suggested procedure and format for LEA's to use in developing One and Five Year Plan with provisions for ample staff involvement. c. (U) Stress importance of staff involvement in One and Five Year Plan development in all teacher training efforts. d. (U, LEA) Conduct in-service and pre-service training for local occupational staff in preparation of One and Five Year Plan. e. (LEA) Develop procedure for systematically involving local occupational staff in development of One and Five Year Plan. f. (LEA) Utilize DVTE consultants.

RESOURCES UTILIZED

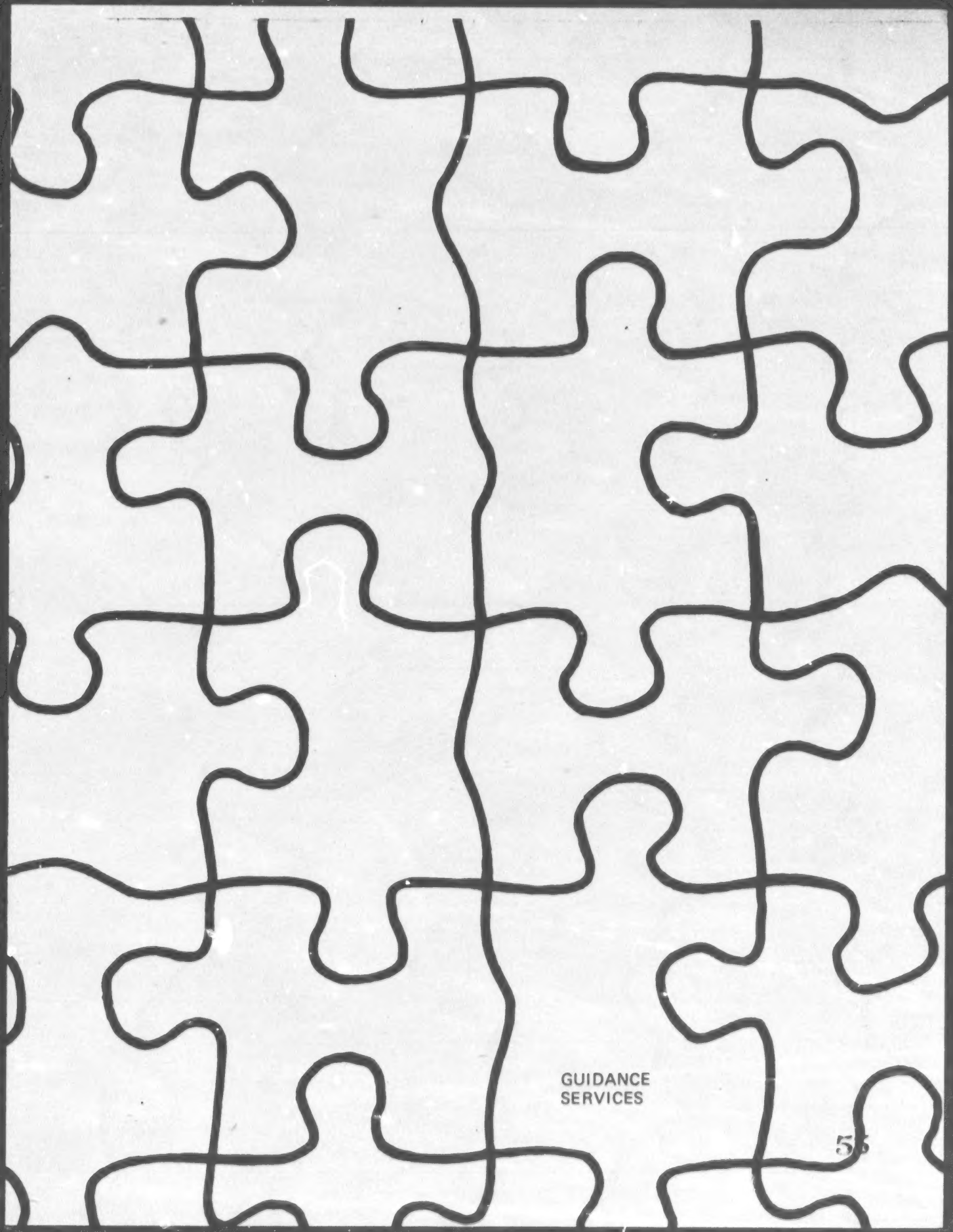
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. LEA evaluations indicated that frequently an inter-institutional, inter-disciplinary approach to program planning was <u>not</u> utilized.	4. LEA's should involve personnel from many discipline areas in the planning of occupational programs.	4. a. (IOE, ICCB) Communicate with LEA administrators on importance of inter-institutional cooperation in program planning. b. (U) Conduct workshops/courses for non-occupational areas on cooperation in occupational program planning. c. (U) Undertake research to locate instances of successful inter-institutional and inter-disciplinary approaches to program planning identifying and disseminating successful elements. d. (LEA) Invite, on a scheduled basis, personnel from other discipline areas to meetings of advisory committees. e. (LEA) Develop a systematic approach for program planning (i.e., Pert Network) including staff from other disciplines and institutions. f. (LEA) Utilize IOCP materials. g. (LEA) Refer to DVTE Publication <u>An Aid For Planning Programs in Career Education</u>. h. (LEA) Utilize DVTE consultants.
5. Results of LEA evaluations indicate very little student involvement in planning and changing occupational courses.	5. LEA's should involve students in the planning and altering of occupational courses.	5. a. (DVTE) Revise publication <u>An Aid For Planning Programs In Career Education</u> to include methods for involving students in programs and course planning. b. (DVTE) Conduct regional workshops, involving students on methods of utilizing students in course planning and alteration. c. (DVTE) Identify LEA's with active and successful student involvement in occupational education and publicize to other LEA's. d. (U) Conduct workshops for LEA administrators and faculty on student involvement in occupational education. e. (DVTE, U) Research the involvement of students in planning and changing occupational courses and programs and identify and publicize success factors. f. (LEA) Develop a policy and procedure for the involvement of students in planning and changing occupational courses and programs. g. (LEA) Utilize student vocational clubs for curricular reform projects. h. (LEA) Utilize students in the evaluation (see DVTE Locally-Directed Evaluation Project materials) of occupational courses and programs <u>and</u> in the improvement of these courses and programs.

RESOURCES UTILIZED

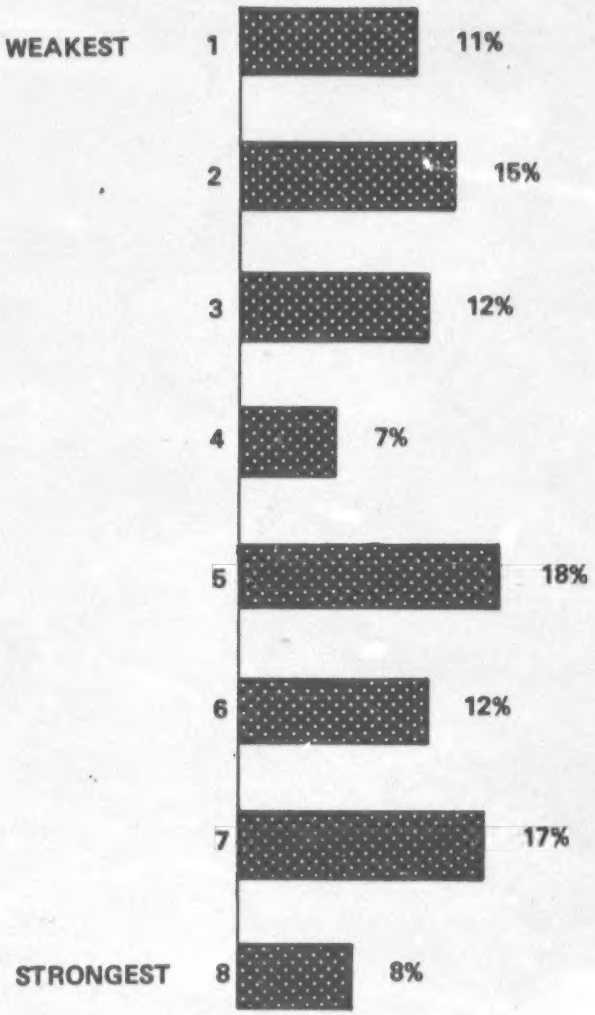
CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Based on LEA evaluations, there appears to be a need for additional use of the Illinois State Employment Service for program planning.	6. LEA's should develop a close working relationship with the ISES facility in or near the local community.	6. a. (DVTE) Through a funded project, coordinate with the ISES at the state level to mutually develop a plan for involvement of LEA's with the ISES in program planning. b. (DVTE) Conduct workshops with ISES and LEA personnel to familiarize each group with the other group's respective role. c. (IOE, ICCB) Coordinate with the ISES at the state level to jointly encourage LEA's and local ISES offices to communicate and work together. d. (LEA) Invite local ISES personnel to serve on local occupational advisory committees. e. (LEA) Meet with ISES staff on a regularly scheduled basis to discuss local manpower needs. f. (LEA) Work with and involve local CETA office staff in meeting with ISES staff to coordinate program planning and manpower needs.
7. Many LEA evaluations identified strong cooperative education programs while others discovered disjointed cooperative education programs.	7. LEA's must re-evaluate their cooperative education program endeavors.	7. a. (DVTE) Sponsor regional workshops dealing with cooperative education programs. b. (DVTE) Reprint the Articulated Guide For Developing Cooperative Education Programs. c. (DVTE) Maintain the funding level for cooperative programs in order to encourage the development of such programs. d. (U) Conduct workshops on establishing cooperative education programs. e. (DVTE, U) Research existing cooperative education programs, identify key elements and publicize the findings. f. (LEA) Consider developing or restructuring cooperative education programs. g. (LEA) Establish objectives for the operation of cooperative programs including the integration of the cooperative program experiences into the entire occupational experience. h. (LEA) Utilize DVTE Publication An Aid For Developing Quality Cooperative Education. i. (LEA) Utilize DVTE consultants. j. (LEA) Send coordinators to state and university sponsored workshops and courses.
8. A number of the evaluations of LEA's disclosed that inadequate equipment and facilities existed for conducting occupational programs.	8. LEA's should re-evaluate the equipment and facilities for their occupational programs.	8. a. (LEA) Seek consultant help to identify inadequate equipment and facilities. These consultants should observe the situation and make recommendations as to how equipment and facilities may be best improved. b. (DVTE) Re-evaluate the ordering and financing of equipment purchases by LEA's and encourage additional requests by those whose orders have been minimal over the past few years.

RESOURCES UTILIZED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		c. (DVTE) Develop an approach to funding equipment with additional emphasis for older LEA's which may possess out-dated or obsolete equipment. d. (IOE, ICCB) Conduct a public relations campaign aimed at business and industry to demonstrate the importance of donating equipment to LEA's and assisting LEA's in purchasing equipment. e. (U) Assist LEA's in obtaining grant funds for purchasing equipment by lending proposal writers to LEA's for specific projects. f. (LEA) Re-evaluate budget proposals with the intent to develop a schedule or plan to replace, up-date and purchase equipment and facilities. g. (LEA) Utilize DVTE Locally-Directed Evaluation Activities to assess adequacy of facilities and equipment. h. (LEA) Utilize advisory committees for assistance in locating community resources to supplement existing equipment and facilities.
9. A sizeable number of LEA's evaluated (72%) had joint ventures and inter-institutional cooperative programs.	9. LEA's should continue the development of joint ventures and expand the number of programs included in these agreements.	9. a. (DVTE) Modify the procedure and increase the special organization factor funding for joint agreements so more LEA's would apply for joint venture funding. b. (IOE, ICCB) Encourage LEA's to develop joint ventures with nearby districts. c. (LEA) Continue to investigate and develop joint ventures to increase occupational program offerings available to students and potential students.


GUIDANCE
SERVICES

GUIDANCE SERVICES



MEAN RANK 4.2%

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEA's. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

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CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Based upon the composite reports of the last three years and analysis of the ranking of the eight areas of concern for FY'75, there has been a general overall improvement within this area of concern.	1. State and local efforts to build strong, effective guidance services as an integral part of the total occupational program should be continued.	1. a. (DVTE) Conduct additional workshops statewide on the utilization of the recently published Handbook for Career Guidance Counselors. b. (U) An expanded emphasis on career guidance should be included in pre-service and in-service for guidance personnel. c. (LEA) Chief administrator should expand efforts to ensure utilization of the DVTE Handbook for Career Guidance Counselors.
2. Based upon the results of the faculty PEI's and the commendations provided in individual evaluation reports, the level of guidance personnel involvement and interest in occupational programs shows growth and improvement.	2. The trend of greater coordinated effort of guidance personnel and occupational staff should be encouraged and supported.	2. a. (LEA) Encourage local guidance staff to become more involved with career program planning, evaluation and placement. b. (DVTE) Conduct more statewide workshops on career guidance.
3. While a majority of the districts evaluated in FY'75 reported having some type of placement service activity, they were frequently criticized for lack of organization and for not serving all occupational students.	3. The placement services offered by local districts should be organized to the extent that enrolled students, dropouts and graduates know what services are available and where they can go to seek assistance.	3. a. (LEA) Identify an individual or group as having the primary responsibility for placement, and charge such with completing a plan for operation of placement services during FY'76. b. (DVTE) The Program Approval and Evaluation Unit should encourage the Division to provide direct financial incentives to local districts which are successfully operating formalized placement services for their occupational students or for establishing such services. c. (DVTE) Establish demonstration centers where effective or organized placement programs are being utilized (refer to Triton Community College and/or other grant programs). d. (U) More emphasis should be put on placement through pre-service and/or in-service.
4. Based upon information from the Team Leader Questionnaire, the extent of dissemination of career information within the evaluated districts is most often "average" or "low".	4. Career information should not only be made available within districts but there should also be a coordinated plan for its use and consumption.	4. a. (LEA) Identify individual to evaluate, up-date and coordinate use of career information resources. b. (LEA) Utilize Locally-Directed Evalation Activities to assess quality and impact of career information resources. (See Locally-Directed Evaluation Brochure.) c. (DVTE) Develop brief set of guidelines or resource publication on career information programs which would be widely distributed. d. (U) Offer one or two day drive-in workshops on planning, managing and evaluating career information programs within a district.

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5. Sixty-five percent of the students completing the PEI's reported that they had not completed a survey or questionnaire concerning their occupational interests.	5. Completion of a good occupational interest survey should be a cornerstone activity for the guidance services provided to every student in each district.	5. a. (LEA) Utilize the Career Guidance Counselors Handbook developed by DVTE as a resource for planning an occupational interest survey. b. (LEA) An occupational interest survey should become part of the orientation or registration procedures for students. c. (DVTE) Provide resource document to districts concerning the type, nature, availability and cost of several standardized interest surveys.
6. Based upon the conclusions of the individual evaluation reports, occupational guidance often appears to be only moderately well-planned, coordinated and conducted.	6. One individual should be charged with the responsibility of directing and managing the guidance services provided students within each district as outlined in the Local One and Five Year Plan for Occupational Education.	6. a. (LEA) Identify individual who should direct and manage guidance services as outlined in the One and Five Year Plan and charge persons with appropriate responsibilities: refer to qualifications for Director of Guidance Services as specified in DVTE Bulletin #4. b. (LEA) Design guidance services and conduct them in such a manner as to encourage the active involvement of instructors and guidance personnel. c. (U) Focus preparation programs for guidance personnel to include competencies required for directing and managing high quality local programs for vocational guidance. d. (DVTE) Continue to up-date and disseminate Career Guidance Counselors Handbook.
7. Analysis of conclusions in individual evaluation reports for FY'75 indicate a need for more active and comprehensive effort in conducting follow-up studies of occupational program students.	7. All districts should develop and utilize a yearly plan for conducting a follow-up of occupational program enrollees to include both graduates and non-persistors.	7. a. (LEA) Utilize Locally-Directed Evaluation Activity and IOCP materials to plan and evaluate local program of follow-up. b. (LEA) Design follow-ups to be of assistance in revision of the total occupational offerings and utilize results. c. (DVTE) Provide consultive assistance to LEA's requesting help in initiating or improving student follow-up studies.
8. Evaluation reports for FY'75 indicate that while the working relationships between occupational faculty and guidance personnel are often improving there remains a lack of coordination and creative communication within many districts among these groups.	8. Local vocational planners should recognize the important roles which guidance personnel, occupational faculty, peers and parents play in guiding the career decision of individual students and they should work to structure the delivery of all services on a cooperative basis.	8. a. (LEA) Utilize cooperative planning and delivery of guidance services by sharing responsibility between occupational faculty and guidance personnel. b. (LEA) Insure that all students have access to occupational information and guidance. c. (DVTE) Disseminate information on the career guidance coordinator program being developed at Southern Illinois University-Carbondale.
9. Evaluation reports indicate that there is a need for in-service programs for classroom teachers and guidance counselors relative to the total educational and guidance plan of schools.	9. Give administrative consideration for the inclusion of in-service workshops.	9. a. (DVTE) Provide in-service programs and workshops for the coordination of the total educational program. b. (LEA) Provide time and personnel for workshop participation. c. (DVTE) Utilize consultant services from outside the Division to help in conducting workshops.